

# Recensement Census

## *Report No. 5*

National Census Test

Interviewer Debriefing Report



RECENSEMENT

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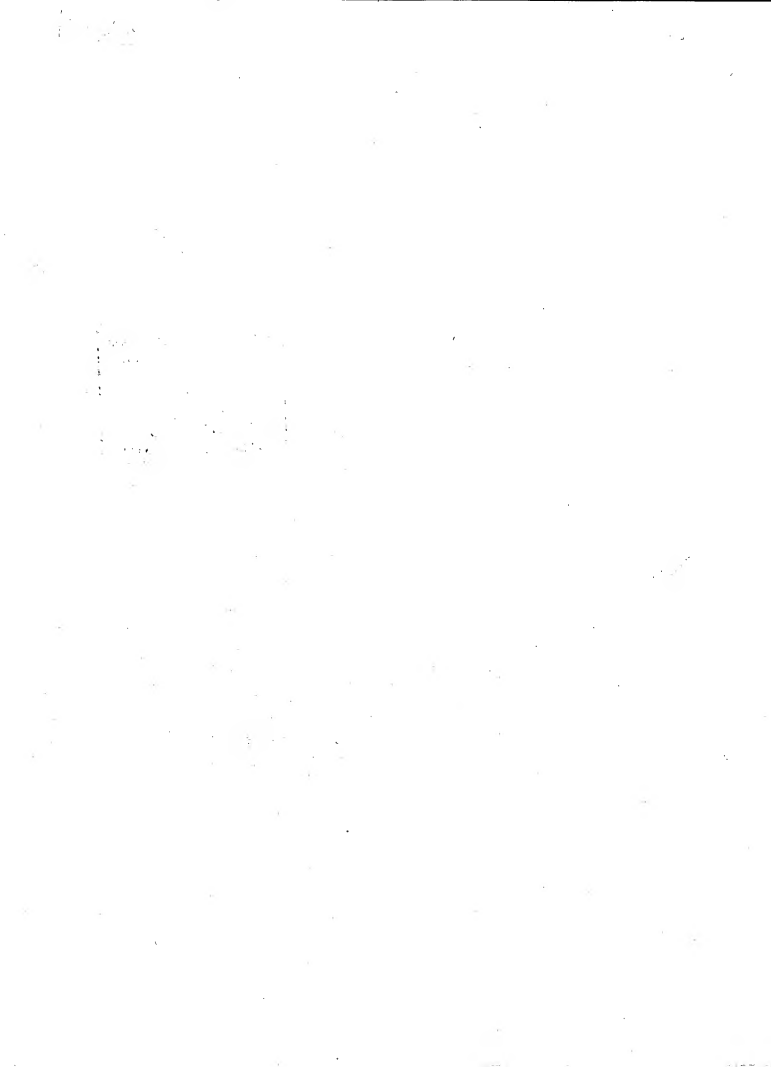
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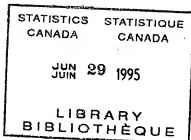
Canada



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Interviewer Debriefing Report



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## Introduction

This report has been compiled from a series of interviewer debriefing sessions held across Canada during December 1993 on conclusion of the Collection phase of the 1993 National Census Test. These meetings were attended by senior interviewers and selected interviewers as well as by observers from the regional offices and the head office. Sessions were moderated by regional and head office personnel. In most instances, head office staff moderated those aspects of the session concerning content, while the regional office staff dealt with collection matters.

This report contains notes written in point form from each of these debriefing meetings. No attempt has been made to edit the comments made by interviewers and senior interviewers in any way. As well, it is important to note that at times interviewers and senior interviewers expressed differing and diverse opinions. Likewise, the policies and procedures used in the Collection phase of the National Census Test have not been defended or explained in any detail.

An executive summary of the report has been prepared by Jean-Pierre Morin of the Social Survey Methods Division and is presented in French and English. Summaries of each of the meetings are then presented in either of the official languages.

The 1996 Census Content Determination Manager would like to thank all those who participated in the interviewer debriefing sessions, those who provided their notes for inclusion in this report, and Jean-Pierre Morin, who wrote the executive summary. Special thanks is also to be directed to the staff of the Text Production and Editing and Proofreading units, Census Operations Division, for their excellent work in formatting this report.





## TEST NATIONAL DU RECENSEMENT DE 1996

### SOMMAIRE DES RÉUNIONS DE COMPTE RENDU AVEC LES INTERVIEWEURS Novembre-décembre 1993

#### I. Questionnaire

##### 1. Général

- En général, les répondants et les intervieweurs s'accrochent assez bien de la forme matricielle du questionnaire. Cependant, la plupart procède question par question au lieu de membre du ménage par membre du ménage.
- Il semble que les aiguillages (skip patterns) sont rarement suivis par les répondants - et parfois même par les intervieweurs. Le cas le plus éminent semble être l'étape 9 (voir la rubrique «Étape 9» un peu plus loin). Ces erreurs causent beaucoup de travail au niveau du contrôle des questionnaires (editing) et occasionnent des coûts supplémentaires au niveau de la saisie. On suggère de mieux les mettre en évidence en utilisant une autre couleur ou une autre convention graphique.
- Il arrive fréquemment que les instructions accompagnant les questions (par exemple, «Cochez un seul cercle.») ne sont pas lues par les répondants, ce qui entraîne d'importantes erreurs de réponse qui sont parfois impossibles à détecter (par exemple, une réponse simple donnée au lieu d'une réponse multiple, alors que les réponses multiples sont permises).
- Plusieurs répondants se sont plaints de la longueur du questionnaire.
- Les intervieweurs ont noté une tendance chez les répondants à ne pas répondre à une question qui ne les concerne pas, causant ainsi de nombreuses interviews de suivi. On a suggéré d'ajouter dans les instructions sur la façon de remplir le questionnaire, une note spécifiant que le répondant doit répondre à toutes les questions, même celles qui ne le concernent pas directement. Si cette note est bien rédigée, elle pourrait aussi aider les répondants à se faire à l'idée qu'ils ne sont pas les seuls à avoir été choisis pour remplir le questionnaire, puisqu'une personne vivant au centre-ville de Toronto peut aussi avoir été choisie si elle exploite une exploitation agricole.
- Les questions qui ont été mentionnées d'emblée comme étant celles qui ont causé le plus de difficulté sont la question sur l'origine ethnique, les questions sur les activités non rémunérées (surtout la question 26), la question 28 sur les heures de travail (au niveau du format) et la question sur le revenu.

##### 2. Page couverture

- Très peu de répondants ont lu le message du statisticien en chef.
- L'instruction : «À remplir le 8 novembre 1993» a été plusieurs fois interprétée en son sens le plus restrictif, c'est-à-dire que passé le 8 novembre, il était trop tard pour remplir le questionnaire. La clarification de cette instruction pourrait améliorer le taux de retour des questionnaires.

- Presque personne n'a lu la note sur l'obligation de répondre. Cependant, lors des interviews de suivi, il arrivait fréquemment que les répondants demandaient à l'intervieweur s'ils étaient obligés de répondre ou non. Une fois l'obligation confirmée, il y a eu peu de réactions négatives.
- Presque personne n'a lu la note sur la confidentialité. Cela ne semble pas être une préoccupation importante pour la majorité des répondants.

### 3. Étapes 2 à 8

- L'impression générale rapportée par les intervieweurs est que ces deux pages sont très «chargées» et dissuadent les répondants, particulièrement lorsque le questionnaire doit être rempli au téléphone (suivi). Les intervieweurs ont indiqué qu'un grand nombre de suivis étaient faits à cause de ces questions.
- Peu de personnes lisaient la note sur les ménages de plus de six personnes et il y a eu un problème lorsque ce cas est survenu.
- Il y a eu plusieurs cas de non-réponse aux étapes 3 et 5, mais dans la plupart des cas, il s'agissait de réponses négatives. On suggère d'uniformiser ce qui est demandé au répondant dans ces deux pages, soit qu'il faille répondre à chaque question, soit qu'il faille répondre qu'aux questions qui concernent le répondant. Les intervieweurs semblent privilégier la première option.
- Quelques cas font problème à l'étape 4 : un militaire canadien qui pensait qu'il n'avait pas à répondre au questionnaire (il n'a lu que la première partie de la question); quelques ménages d'étudiants étrangers qui ont coché cette question après avoir lu «résidents d'un autre pays temporairement au Canada en visite».
- En général, il semble que l'étape 2 fonctionne assez bien, quoiqu'il y ait eu des questions concernant certaines règles particulières (par exemple, les étudiants). Au niveau de l'ordre des personnes, on note un peu de confusion lorsque les ménages ne sont pas construits selon le modèle : père-mère-enfants.

### 4. Questions 2 à 6

- Plusieurs problèmes à propos de cocher le cercle pour la Personne 1. Les intervieweurs suggèrent de cocher ce cercle à l'avance (comme en 1991) ou, du moins, de ne pas en faire une règle de contrôle parce que la réponse est évidente.
- De nombreux cas de non-réponse pour les enfants à la question 5 sur l'état civil et à la question 6 sur l'union libre. Les intervieweurs suggèrent un choix «sans objet» ou une note pour exclure les enfants de ces questions. Sinon, ne pas inclure ce cas dans les règles de contrôle (comme pour le cas de légalement marié à la question 5 et de non-réponse à la question 6) parce qu'il est gênant - et inutile - de rappeler un ménage uniquement ou principalement pour ces questions, ce qui arrive assez fréquemment lorsqu'une famille compte plusieurs enfants (dans ce cas, à raison de deux règles de contrôle manquées par enfants, on dépasse rapidement le seuil de 6 ...).
- Les intervieweurs se sont souvent demandés pourquoi les personnes qui se déclarent mariées à la question 5 doivent répondre à la question 6. Ils ont dit que cela embarrasse parfois les personnes âgées et aussi que cela est la cause de plusieurs non-réponses à la question 6 (mais ils savaient en général que dans ce cas, il ne s'agit pas d'une règle de contrôle).

- Peu de réactions négatives à la question sur l'union de fait, sauf pour les personnes âgées et quelques populations immigrantes (particulièrement les Chinois, se reporter au rapport de Vancouver). Quelques couples homosexuels ont déploré que cette question est formulée pour ne pas s'appliquer à leur cas ( ... vivent ensemble comme mari et femme).
- La question sur la date de naissance est répondue sans problème dans la très grande majorité des cas. Cependant, les intervieweurs ont rapporté quelques cas d'espèce avec les personnes immigrantes âgées qui ne savent pas l'équivalence de leur date de naissance dans notre calendrier.
- Peu de réactions à la question 2. Quelques personnes ont exprimé leur satisfaction de pouvoir décrire une famille reconstituée sous le format actuel.

5. Questions 7 et 8

- Il arrive fréquemment que les répondants sautent par-dessus les parties b) et c) de la question 7. Les intervieweurs ont noté que dans la majorité des cas, c'est parce que les personnes ne se sentent pas concernées par la question 7a) et ils passent alors directement à la question suivante.
- Beaucoup de confusion noté à propos de la définition de «limitation» et de «longue durée» pour les incapacités, en particulier dans le cas des jeunes enfants et des personnes âgées.

6. Questions 9 à 11

- Plusieurs des répondants dans les régions anglophones trouvaient que ces questions étaient répétitives.
- Les intervieweurs ont noté une certaine tendance chez les répondants à surestimer leur connaissance à la question 9. Il semble que les répondants perçoivent cette connaissance comme valorisante.
- Les intervieweurs ont noté dans un certain nombre de cas que des répondants qui autrement auraient donné une réponse multiple ne le faisaient pas parce qu'ils croyaient que cela n'était pas permis.
- Quelques problèmes mentionnés à propos des réponses à fournir à ces questions pour les jeunes enfants (ils ne lisent pas le Guide) et pour ceux qui vivent seuls (question 10).

7. Questions 12 à 20

- Peu de problèmes mentionnés pour la question sur la citoyenneté, même parmi les populations autochtones.
- Un grand nombre de citoyens canadiens de naissance ne comprenaient pas pourquoi on leur posait les questions 14 et 15 sur l'immigration. Cela était la source de beaucoup de non-réponses à ces questions. Aussi, beaucoup de personnes ne connaissaient pas le terme «naturalisation», mais elles étaient pour la plupart des citoyens canadiens de naissance. Les plus vieux immigrants avaient parfois de la difficulté à se souvenir de leur date d'immigration. Les

intervieweurs ont également remarqué dans quelques cas que les personnes rapportaient la date où ils avaient reçu leur citoyenneté plutôt que la date où ils avaient reçu le statut d'immigrant.

- Un certain nombre de réactions négatives venant de personnes de race blanche ont été observées aux questions sur l'origine ethnique et sur la race, particulièrement dans les Prairies. Ces répondants disaient que l'origine ethnique des personnes ne devrait pas faire de différence et que chacun devrait être traité de la même façon. D'autre part, la question sur la race a entraîné quelques refus de la part de répondants de plusieurs groupes de l'échantillon de la Population spéciale (particulièrement à Toronto et à Halifax); les intervieweurs ont également mentionné de nombreuses réactions négatives à cette question.
- Les intervieweurs ont cependant souligné que le Nota de la question 18 est souvent utile pour expliquer le but de la question et, dans certaines régions, lors des suivis, plusieurs d'entre eux débattaient la question par ce paragraphe. Il leur a semblé toutefois que bien peu de répondants avaient lu le paragraphe et ils recommandaient donc de tenter de mettre ce paragraphe plus en évidence. À propos du paragraphe, on a fait remarqué que le fait qu'il ne se trouve qu'à la question 18 (et non à la question 17) pourrait laisser supposer que les Autochtones ne sont pas concernés par les programmes d'équité en matière d'emploi ...
- Les problèmes anticipés ont été observés à la question 16, par exemple, la définition d'«ancêtres» et la difficulté de déterminer l'origine surtout pour les ménages interethniques. Quelques remarques également sur l'hétérogénéité des choix de réponses aux questions 16 et 18 (groupes ethniques, religion, nationalité, race). Toutefois, il apparaît que les exemples donnés ont été en général appréciés par les répondants.
- Plusieurs intervieweurs ont rapporté que le choix «Canadiens» était très populaire à la question 18 et ils ont même reçu des remarques d'appréciation à ce sujet.
- Plusieurs répondants dans les régions anglophones préféraient le choix «Caucasian» à celui de «White».
- Il semble que les questions relatives aux autochtones ont été bien reçues, particulièrement par les autochtones eux-mêmes. Quelques réactions négatives à l'utilisation des termes «Indien» et «Esquimaux». Pour les non-autochtones, on a réagit en disant qu'il y avait trop de questions sur les autochtones; pour cette raison, il en résulte que plusieurs non-réponses proviennent de répondants non autochtones aux questions 19 et 20. Souvent, on a suggéré souvent de regrouper les questions sur les Autochtones.

#### 8. Étape 9

- Cet aiguillage a été manqué par un grand nombre de répondants. On remplissait alors le questionnaire jusqu'à la fin pour les enfants en pestant contre la stupidité du questionnaire ( ... ) ou, pire, on arrêtait de répondre avant la fin et on ne retournait pas le questionnaire.
- Les causes invoquées sont le fond blanc de la question confondu avec le cadre du questionnaire, le recours à un numéro d'étape plutôt qu'un numéro de question et la position en haut de la page de l'instruction.
- On a suggéré de remplacer l'étape par une question filtre de la forme : «Si la personne a moins de 15 ans, fin du questionnaire, sinon, continuez». On a

suggéré aussi de changer le fond de la question pour le mettre uniforme avec les autres questions, de répéter l'instruction en haut de chaque page suivante sous forme de rappel et de mettre l'instruction en bas de la page précédente. D'autres ont suggéré de mettre une note dès le début du questionnaire - près de la question 1 - à l'effet que pour les membres du ménage qui ont moins de 15 ans, seules les questions 1 à 20 doivent être remplies, alors que pour les personnes de 15 ans et plus, toutes les questions doivent être remplies.

- Les intervieweurs ont aussi suggéré de remplacer l'âge par une date de naissance pour faciliter la décision.

9. Questions 21 et 22

- Peu de difficultés pour ces questions, sauf pour les répondants qui avaient déménagé à plusieurs reprises au cours des dernières années. Également, quelques répondants n'arrivaient pas à se souvenir de leur adresse d'il y a cinq ans.
- On suggère de placer la question 22 avant la question 21 avec un aiguillage si la personne n'a pas déménagé au cours des cinq dernières années.

10. Questions 23 à 25

- Peu de problèmes en général pour les questions sur l'instruction. Dans la région de l'Atlantique, on a rapporté que plusieurs répondants pensaient que les études secondaires référaient aux années 7, 8 et 9 et non 10, 11 et 12.
- Quelques problèmes notés parmi les populations immigrantes à cause de la difficulté de trouver l'équivalent au Canada de leurs diplômes. De plus, les populations immigrantes interprétaient parfois ces questions comme se rapportant uniquement aux études faites au Canada.
- Les intervieweurs ont également noté de l'embarras chez les répondants qui n'ont pas de diplômes lorsqu'ils sont rendus à ces questions.
- Cette question est parfois vue comme se rapportant au plus haut niveau de scolarité et les répondants ne cochent alors que le dernier diplôme obtenu.

11. Questions 26 et 27

- La réaction à la question 26 variait beaucoup selon les régions et le type de répondant. Il est arrivé souvent qu'on demandait pourquoi le gouvernement s'intéressait à ces questions et qu'on trouvait que cela était trop long et constituait une perte de temps. D'autres trouvaient que ces questions étaient une intrusion dans leur vie privée et refusaient d'y répondre. Moins fréquemment, d'autres personnes étaient étonnées de retrouver ces questions dans un recensement, mais elles y étaient plutôt favorables.
- Beaucoup de difficultés rapportées en ce qui concerne l'estimation des heures pour les activités, en particulier l'estimation séparée des heures pour les travaux ménagers et celle pour les soins données aux enfants. Les intervieweurs ont souvent dit qu'il ne fallait pas trop compter sur la précision de ces réponses,

surtout lorsque le répondant remplit le questionnaire pour d'autres membres de son ménage. Souvent, ils ont dû eux-mêmes faire des calculs approximatifs pour les répondants.

- Il semble que les exemples choisis pour définir les activités aient, en général, bien rempli l'objectif visé.
- Des difficultés ont été notées à propos du terme français «rémunération»; lequel n'était pas compris de tous.

## 12. Questions 28 à 45

- On a souvent recommandé de mettre un nouveau titre pour cette section sur le travail rémunéré de façon à clarifier la transition entre les activités non rémunérées et les autres.
- Presque personne n'a suivi correctement l'aiguillage à la question 28. Une autre erreur relativement fréquente est de mettre «00» dans les cases pour le nombre d'heures (au lieu de cocher «Aucune») et parfois même le seul fait de suivre l'aiguillage pose un problème.
- Les personnes à la retraite se sont souvent plaintes que les questions de cette section ne les concernent pas et qu'ils devraient être en mesure de passer à la section suivante dès le début.
- Les intervieweurs ont dit que les répondants cochent souvent la catégorie «Autre» à la question 36 parce qu'ils ne comprennent pas les choix précédents.
- Un grand nombre de répondants trouvaient que nous demandions beaucoup trop de détails dans la description de l'emploi (questions 34, 37 et 38 en particulier). Ces questions sont difficiles lorsque l'emploi considéré est gardien dans un stationnement, commis d'épicerie, gardienne d'enfants, ouvrier dans la construction, serveuse dans un restaurant, etc. Cela a entraîné un grand nombre de non-réponses pour ces questions et plusieurs interviews de suivi longues et difficiles. Il semble aussi que les exemples ne sont pas suffisants pour expliquer aux répondants ce qui est demandé.
- Peu de problèmes mentionnés au sujet de la nouvelle question sur la langue de travail.
- Plusieurs répondants ont éprouvé des difficultés à donner l'adresse exacte de leur lieu de travail, surtout le code postal. Naturellement, la situation était pire lorsqu'il s'agissait pour le répondant de remplir les questions pour les autres membres de son ménage. Les intervieweurs se sont mis également à chercher eux-mêmes les codes postaux dans les annuaires. Les intervieweurs ont également dit que certains lieux de travail n'ont pas vraiment d'adresse surtout dans des villes portuaires comme Halifax et Vancouver (bateaux, quais, etc.).
- Peu de problèmes mentionnés à la nouvelle question sur le moyen de transport au travail.
- Les travailleurs saisonniers et ceux qui ont plusieurs petits emplois avaient beaucoup de difficulté à répondre aux questions 44 et 45. Il aurait été nécessaire de retourner aux relevés d'emploi, mais la plupart de ces répondants ne l'ont pas fait et se contentaient de donner des approximations. Plusieurs répondants qui travaillaient «à plein temps» à plusieurs petits emplois (ce qui semble être relativement fréquent) ont également exprimé quelques frustrations de ne pouvoir décrire adéquatement leur situation (la note au dessus de la question 34 les force à

choisir un seul de ces emplois). De plus, il était fréquent, semble-t-il, que les répondants n'incluaient pas dans le calcul des semaines travaillées les semaines de vacances ou de maladie.

13. Question 46

- Comme il était prévu, c'est la question sur le revenu qui a suscité le plus de réactions négatives de la part des répondants. Les répondants trouvaient qu'elle était trop personnelle et/ou trop difficile et trop longue à répondre. Il est intéressant de noter que certains intervieweurs ont utilisé systématiquement les justifications de la questions données dans le Guide pour «vendre» la question durant les suivis et ils ont dit que, assez souvent, cela réussissait pour obtenir la collaboration des répondants. Les intervieweurs estiment que cette question a un fort impact sur le taux de non-retour et sur celui de non-réponse au recensement et qu'elle est la cause majeure des interviews de suivi, même avec la règle de 6.
- De plus, en ce qui concerne la **qualité des données**, les intervieweurs disent avoir souvent dû aider les répondants pour obtenir des approximations, par exemple, en leur suggérant des fourchettes de revenu. Ils consultaient rarement leur déclaration de revenu et ne se disaient pas enclin à le faire parce qu'elle a été faite par quelqu'un d'autre et qu'ils n'y comprennent rien ou tout simplement qu'ils s'en sont débarrassés (il est vrai que dans le cas du test, la période de déclaration des revenus remontait loin en arrière). Beaucoup de répondants (et d'intervieweurs!) ne comprenaient pas les «pertes» aux questions b), c), h) et k). D'autres répondants ne trouvaient pas la catégorie qui leur convenait (par exemple, revenu de Bien-être social) et inscrivait leur revenu dans «Autre».
- Quelques intervieweurs qui ont travaillé avec l'échantillon de la **Population spéciale** ont dit qu'ils avaient observé à quelques reprises que des immigrants récents qui avaient gagné la majorité de leur revenu de l'année précédente à l'extérieur du Canada ne rapportait rien à la question 46 pensant qu'il ne s'agissait dans cette question que des revenus perçus au Canada.
- Les intervieweurs ont fait souvent la suggestion d'utiliser des fourchettes de revenu au lieu de demander le montant exact, de commencer cette question par une justification de sa présence dans le questionnaire, de réduire le niveau de détail de la question et de simplifier le libellé dans la mesure du possible.

14. Question 47 et 48

- Très peu de problèmes ont été rapportés à cette question. On a mentionné dans certains cas des difficultés de syntaxe française à la question 48 et l'indécision des répondants lorsque ce ne sont pas eux qui payent le loyer (par exemple, lorsque ce sont les Services sociaux) à la question 47.

## II. Guide du répondant et CHL

- Les intervieweurs pensent que les répondants utilisent très rarement le Guide du recensement pour les aider à solutionner les problèmes qu'ils rencontrent tout au long du questionnaire ou à répondre à toute autre question qu'ils se posent au sujet du recensement.

Les observateurs aux sessions de compte rendu ont d'ailleurs pu constater que les intervieweurs eux-mêmes ne semblent pas toujours avoir lu le Guide à la suite des questions qu'ils posaient lors du compte rendu ... En ce qui concerne les intervieweurs (ou les représentants du recensement), il faudrait s'assurer d'intégrer le contenu du Guide à leur formation.

- Cependant, ceux parmi les répondants qui ont lu le Guide ou qui ont utilisé le CHL se sont déclarés satisfaits pour la grande majorité d'entre eux.

### III. Réactions du public

- Il semble difficile de tracer un portrait général de la réaction du public. Plusieurs des ménages choisis ont répondu sans problèmes importants au questionnaire pour l'ensemble du ménage, d'autres ont refusé complètement de participer à l'enquête et d'autres enfin ont répondu avec beaucoup de difficultés.
- Les intervieweurs ont confirmé que l'obligation de répondre reste toujours malgré tout le meilleur vendeur pour obtenir la collaboration des répondants.
- Il ne semble pas que le fait que le TNR ne soit qu'un test et non le recensement lui-même n'ait influencé consciemment le comportement des répondants, du moins dans la plupart des cas.



## 1996 NATIONAL CENSUS TEST

### SUMMARY OF DEBRIEFING SESSIONS WITH INTERVIEWERS

November-December 1993

#### I. Questionnaire

##### 1. General

- The respondents and interviewers generally manage fairly well with the matrix form of the questionnaire. However, most proceed question by question rather than household member by household member.
- It appears that the skip patterns are rarely followed by the respondents, and sometimes even by the interviewers. The most notable instance seems to be Step 9 (see the section on Step 9 later in this summary). These errors cause a great deal of work in questionnaire editing as well as additional costs for data capture. It is suggested that the skip patterns be made more prominent using another colour or graphic device.
- Frequently, the respondents do not read the instructions with the questions (for example, "Mark one circle only.") which causes major response errors which are sometimes impossible to detect (such as a single response given instead of a multiple response when multiple responses are allowed).
- A number of respondents complained about the length of the questionnaire.
- The interviewers noted that respondents tend not to answer a question which does not concern them, which leads to numerous follow-up interviews. It was suggested that a note be added to the instructions on completing the questionnaire, indicating that the respondent is to answer all the questions, even those which do not concern him or her directly. If properly worded, the note could also lead to greater acceptance by respondents of the fact that the questionnaire is not designed specifically for them but for all cases and that, for example, someone living in downtown Toronto can be asked if he operates an agricultural holding.
- The questions that were mentioned right away as causing the most difficulties were the question on ethnic origin, the questions on unpaid activities (particularly Question 26), Question 28 on hours of work (format problem) and the question on income.

##### 2. Cover page

- Very few respondents read the message from the Chief Statistician.
- The instruction "To be completed November 8, 1993" was interpreted by a number of respondents in its strictest sense, meaning that after November 8, it was too late to complete the questionnaire. The rate of return of questionnaires could be increased by clarifying this instruction.
- Almost no one read the note about the requirement to respond. In follow-up interviews, however, the respondents frequently asked the interviewer whether or not they were required to answer. Once the obligation was confirmed, there were few negative reactions.

- Almost no one read the note about confidentiality. This does not seem to be a major concern for most respondents.

3. Steps 2 to 8

- The interviewers' general impression is that these two pages are very full and put respondents off, particularly when the questionnaire has to be completed by telephone (follow-up). The interviewers indicated that many of the follow-ups were due to these questions.
- Few people read the note about households of more than six persons and there were problems when this case arose.
- There were a number of cases of non-response in Steps 3 and 5, but for the most part, the responses were negative. It is suggested that respondents be asked either to answer every question on these two pages or to answer only the questions that concern them. The interviewers seem to prefer the first option.
- A few problem cases in Step 4: a member of the Canadian Armed Forces who thought he did not have to answer the questionnaire (he read only the first part of the question); a few households of foreign students who marked this question after reading "residents of another country visiting Canada temporarily."
- In general, Step 2 appears to work well even though there were questions about certain special rules (for example, students). There is some confusion about the order of persons when households do not follow the father-mother-children model.

4. Questions 2 to 6

- There were a number of problems with marking the circle for Person 1. The interviewers suggest marking the circle in advance (as in 1991) and, at least, not making it into an edit rule, because the response is obvious.
- There were many cases of non-response for children to Question 5 on marital status and Question 6 on common-law union. The interviewers suggest the option "not applicable" or a note to exclude children from these questions. Otherwise, do not include these cases in the edit rules (as for legally married in Question 5 and non-response to Question 6) because it is embarrassing - and pointless - to call back a household solely or mainly for these questions, and this happens fairly frequently when a family includes several children (at the rate of two failed edit rules per child, one can quickly go beyond 6).
- The interviewers often wondered why individuals who report that they are married in response to Question 5 have to answer Question 6. They said that this sometimes embarrasses elderly people and that it is the cause of a number of non-responses to Question 6 (although they knew in general that, in that case, it was not an edit rule).
- There were few negative reactions to the question on common-law union, except from elderly people and some immigrant populations (particularly the Chinese, cf. report for Vancouver). A few homosexual couples complained that the question is worded so as not to apply to them (...live together as husband and wife).
- In the vast majority of cases, there is no problem in answering the question on date of birth. However, the interviewers reported a few difficulties with elderly immigrants who do not know the equivalent of their date of birth using our calendar.

- There were few reactions to Question 2. A few people expressed pleasure at being able to describe a blended family using the current format.

5. Questions 7 and 8

- The respondents frequently skip parts (b) and (c) of Question 7. The interviewers noted that, in most cases, it is because the respondents do not feel that question 7(a) applies to them and, therefore, go directly to the next question.
- There was a great deal of confusion noted over the definition of "limitation" and "long-term", as applied to disabilities, particularly in the case of young children and the elderly.

6. Questions 9 to 11

- A number of respondents in Anglophone regions found these questions repetitious.
- The interviewers noted that respondents tend to overestimate their knowledge in response to Question 9. Respondents appear to perceive such knowledge as status-enhancing.
- The interviewers noted in a number of cases that respondents who otherwise would have given a multiple response did not do so because they thought it was not allowed.
- A few problems were mentioned in connection with responses to these questions for young children (people do not read the Guide) and for people who live alone (Question 10).

7. Questions 12 to 20

- Few problems were mentioned in connection with the question on citizenship, even among Aboriginal populations.
- Many Canadian citizens by birth did not understand why they were being asked Questions 14 and 15 on immigration, with the result that there was considerable non-response to these questions. As well, many people were not familiar with the term "naturalization," but they were for the most part Canadian citizens by birth. Older immigrants sometimes had difficulty remembering their date of immigration. The interviewers also commented in a few cases that the respondents reported the date when they had received their citizenship rather than the date when they had been granted immigrant status.
- There were a number of negative reactions from White individuals to the questions on ethnic origin and race, particularly in the Prairies. These respondents said that an individual's ethnic origin should not make any difference and that all people should be treated in the same way. As well, the question on race brought a few refusals from respondents in several special population groups (particularly in Toronto and Halifax); the interviewers also mentioned numerous negative reactions to this question.
- The interviewers did note, however, that the Note in Question 18 is often useful in explaining the purpose of the question and, in some regions, several of them began this question in their follow-ups by reading the paragraph. It seemed to them, however, that very few respondents had read the paragraph themselves and they

therefore recommended that an attempt be made to give it greater prominence. Regarding the paragraph itself, it was mentioned that the fact that it appears in Question 18 (and not in Question 17) could be construed as meaning that employment equity programs do not apply to Aboriginals.

- The expected problems were observed in connection with Question 16, such as the definition of "ancestors" and the difficulty of determining origin, particularly for interethnic households. There were also a few comments about the heterogeneity of the possible responses to Questions 16 and 18 (ethnic groups, religion, nationality, race). However, it appears that the examples given were generally appreciated by the respondents.
- Several interviewers reported that the option "Canadian" was very popular and that they even received appreciative comments in that regard.
- Several respondents in Anglophone regions preferred the option "Caucasian" to "White."
- It appears that the questions regarding Aboriginal peoples have been well received, particularly by Aboriginals themselves. There were a few negative reactions to the use of terms "Indian" and "Eskimo." Some non-Aboriginals commented that there were too many questions concerning Aboriginals, and there were a number of non-responses to Questions 19 and 20 from non-Aboriginal respondents as a result. Often, it was suggested that the questions about Aboriginals be grouped together.

#### 8. Step 9

- A large number of respondents missed this skip pattern and either answered to the end of the questionnaire for their children but complained about its stupidity or, even worse, stopped answering before the end and did not return the questionnaire.
- The causes given for the problem are: confusion of the white background to the question with the border of the questionnaire, the use of a step number instead of a question number, and the positioning of the instruction at the top of the page.
- It was suggested that the step be replaced with a screening question such as "If the person is under 15 years of age, this is the end of the questionnaire; if not, continue". It was also suggested that the background of the question be changed to make it the same as the other questions, that the instruction be repeated at the top of each subsequent page as a reminder, and that the instruction be placed at the bottom of the previous page. Others suggested that a note be placed at the beginning of the questionnaire - near Question 1 - indicating that for household members under age 15, only Questions 1 to 20 are to be completed, while for persons aged 15 and over, all the questions are to be completed.
- The interviewers also suggested that the age be replaced with a date of birth to make decisions easier.

#### 9. Questions 21 and 22

- There were few difficulties with these questions, except among respondents who had moved several times in recent years. As well, a few respondents could not remember their address from five years ago.
- It is suggested that Question 22 be placed before Question 21 with a skip pattern if the person has not moved in the past five years.

10. Questions 23 to 25

- There were generally few **problems** with the questions on education. In the Atlantic region, several respondents reportedly thought that secondary education referred to grades 7, 8 and 9 and not 10, 11 and 12.
- A few problems were noted among **immigrant populations** because of the difficulty of finding a Canadian equivalent for their diplomas. In addition, immigrant populations sometimes interpreted these questions as applying only to schooling done in Canada.
- The interviewers also noted that **respondents who have no diplomas** are embarrassed when they reach these questions.
- This question is sometimes interpreted as referring to the **highest level of schooling** and respondents mark only the most recent diploma they obtained.

11. Questions 26 and 27

- **Reaction** to Question 26 varied a great deal, depending on the region and the type of respondent. Often, respondents asked why the government was interested in these questions and felt that answering took too long and was a waste of time. Other respondents felt that the questions were an invasion of privacy and refused to answer them. Less frequently, respondents were surprised to see such questions in a census but were in favour of them.
- Many difficulties were reported in relation to **estimating time** spent on activities and particularly giving separate estimates for housework and child care. The interviewers often said that we could not rely too heavily on the accuracy of these responses, particularly when the respondent is completing the questionnaire for other household members. They themselves often had to calculate rough estimates for the respondents.
- The **examples** chosen to define the activities appear to have fulfilled their purpose in general.
- There were problems noted with the French term "**rémunération**," which was not understood by everyone.

12. Questions 28 to 45

- It was often recommended that this section on paid work be given a **new title** so as to clarify the transition from unpaid to other activities.
- Almost no one correctly followed the **skip pattern** in Question 28. Another relatively common error is to record "00" in the box for the number of hours (instead of marking "None") and even sometimes to follow the skip pattern caused a problem.
- **Retired individuals** often complained that the questions in this section did not apply to them and that they should be able to go to the next section right away.
- The interviewers said that the respondents often mark "Other" in Question 36 because they do not understand the previous choices.
- Many respondents felt that we were asking for far **too much detail** in the description of the job (particularly in Questions 34, 37 and 38). These questions are complicated when the job in question is parking lot attendant, grocery store

clerk, babysitter, construction worker, server in a restaurant, etc. This resulted in a large number of non-responses to these questions and several long and difficult follow-up interviews. As well, the examples do not appear to be sufficient to explain to the respondents what is required.

- Few problems were mentioned in relation to the new question on language of work.
- A number of respondents had difficulty giving the exact address of their place of work, particularly the postal code. Naturally, the situation was worse when the respondent had to answer the questions for the other members of the household. The interviewers themselves looked for the postal codes in the directories. They also said that some workplaces do not have an actual address, especially in port cities such as Halifax and Vancouver (boats, quays, etc).
- Few problems were mentioned in relation to the new question on the method of transportation to work.
- Seasonal workers and individuals with several small jobs had considerable difficulty answering Questions 44 and 45. It would have been necessary to refer to records of employment, but most of these respondents did not do so and were content to give estimates. Several respondents who worked "full time" at several small jobs (which seems to be relatively common) also expressed some frustration at not being able to describe their situation adequately (the note above Question 34 forces them to choose only one of these jobs). Moreover, it appears that respondents frequently failed to include weeks of vacation or sick leave in the number of weeks worked.

### 13. Question 46

- As anticipated, the question on income garnered the most negative reactions from the respondents. The respondents felt that it was too personal and/or too difficult and too lengthy to answer. It is interesting to note that some interviewers systematically used the reasons for the questions in the Guide to "sell" the question in follow-ups and said that, in doing so, they succeeded fairly often in obtaining the respondents' cooperation. The interviewers feel that this question has a strong impact on the non-return rate and on the census non-response rate and that it is the major cause of follow-up interviews, even with the rule of 6.
- In addition, with respect to data quality, the interviewers say they often had to help the respondent with estimates, for example, by suggesting intervals. Respondents rarely consulted their tax returns and said they were not inclined to do so because the returns had been prepared by someone else and they did not understand them or had simply discarded them (it is true that the test took place long after the income reporting period). Many respondents (and interviewers!) did not understand the "losses" referred to in parts (b), (c), (h) and (k). Other respondents could not find the category that applied to them (for example, income from welfare) and recorded their income in "Other."
- A few interviewers who worked with Special Population Sample said that they had observed on a few occasions that recent immigrants who had earned most of their income for the previous year outside Canada reported nothing in response to Question 46 because they thought it referred only to income earned in Canada.

- The interviewers often suggested using intervals instead of asking for the exact amount, beginning the question with the reason for its inclusion in the questionnaire, reducing the amount of detail in the question and simplifying the wording as much as possible.

14. Question 47 and 48

- Very few problems were reported in connection with this question. There was some mention of difficulties of syntax in Question 48 in French and respondents' indecision when the rent is not paid by them (but by social services, for example) in Question 47.

## II. Respondent's Guide and CHL

- The interviewers think that the respondents very rarely use the Guide to help them solve the problems they have in completing the questionnaire or to answer any other question they may have about the census. Moreover, the observers at the debriefing sessions noted that the interviewers themselves did not always appear to have read the Guide, judging by the questions they asked.... The contents of the Guide should be part of the training for the interviewers (or census representatives).
- However, the vast majority of respondents who had read the Guide or used the CHL said they were satisfied.

## III. Public Reaction

- It is difficult to give a general picture of public reaction. A number of the households chosen answered the questionnaire for the entire household with no major problems, others completely refused to participate in the survey and still others answered with a great deal of difficulty.
- The interviewers confirmed that, despite everything, the requirement to respond is still the best way to gain respondents' cooperation.
- The fact that the NCT is just a test and not the actual census seemed to have no apparent effect on respondents' behaviour, at least in most cases.





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**Labour Force Survey Sample**



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Overview

Rose: - senior interviewer for special population and labour force sample

Janie: - rural and city apartments interviewer

Annabelle: - rural interviewer

Burleen: - rural interviewer

Joan Feit: - rural interviewer

Dorothy Scully: - rural interviewer

Helene Dickey: - rural interviewer

Pat Drew: - rural interviewer

General Comments

- The maps were very poor in quality; in rural areas, the inaccuracy caused numerous problems;
- one interviewer encountered no problems;
- in the city, there were no problems; people were willing enough;
- one interviewer was accompanied by a LFS interviewer which made for ideal situation;
- the same interviewer encountered "1" refusal from a respondent who just came off labour force and did not want to participate;
- many respondents did not appreciate the follow-up; some of them claimed they had already mailed their questionnaire;
- most respondents were willing to give information;
- not many questionnaires were mailed back to RO;
- respondents stated that they were fed up with surveys;
- the questionnaires were received too late from RO which wasted time;
- LFS respondents should not have been used for the NCT;
- hunting season is not a good time to conduct the test;
- one interviewer felt that an initial personal contact in the beginning was helpful if a follow-up became necessary;
- the income questions were a problem; respondents think the income information should be obtained from Revenue Canada;
- generally, the interviewers felt that respondents had mailed their questionnaires; however, they were never received in RO.

Questionnaire

Front Cover

- Interviewers did not think that the majority of respondents had read the front cover of the questionnaire;

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- some respondents who received their questionnaire later than November 8, threw it out after reading the sentence on the front cover which asked "To be completed November 8, 1993."

**Other Parts of the Questionnaire**

- Some respondents skipped pages in the middle of the questionnaire; the problem could be due to the texture of the paper; pages tended to stick together.

**Steps 2 to 7**

**Step 1**

- Interviewers felt the question should stress that the physical address is required.

**Step 3**

- Some interviewers felt that not all residents were being counted; for example, perhaps a live-in boy friend would not be included for fear that the Welfare Department would find him out.

**Step 4**

- Members of the Armed Forces did not want to complete the questionnaire after reading Step 4 partially only; they thought they were excluded;
- students from other countries did not want to complete the questionnaire after reading Step 4 and the phrase "residents of another country visiting Canada temporarily" are excluded...

**Step 7**

- This step was often ignored.

**Questions**

**Question 1**

- **Person 1:** Respondents entered names in the "Person 1" spaces but failed to check the "Person 1" circle;

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- same-sex partners who checked the "other" category and wrote-in "same-sex spouse" or checked the "room-mate" circle, checked the "No" circle in Question 6.

**Question 6**

- The length of time required to be legally considered a common-law partner should be stated in this question.

**Activity Limitations**

**Question 7**

- This should be asked as one question, without the (a),(b),(c)'s or it should perhaps have a "go to" step;
- most respondents did not complete this question.

**Questions 9 to 11**

- These questions were considered too long and too detailed;
- respondents became bored with these questions; there was a feeling of duplication.

**Questions 12 to 15**

- If the respondent was born in Canada in Question 13, they should have been able to skip Question 14.

**Question 16**

- Some respondents do not understand the term "ancestors";
- some respondents did not want to answer;
- Blacks would like to have "African" added to the choices;
- some respondents did not know how far back to locate their "ancestors";
- this question should ask for "nationality" instead of "cultural or ethnic groups."

**Questions 17 to 20**

- There were no problems encountered with these questions.

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Question 18

- The term "White" should be replaced by "Caucasian";
- there were a couple of refusals because of this question;
- the Black population in the special population area felt mostly insulted when asked this question;
- a Mulatto respondent wrote-in "didn't know where they fit in," also wrote-in "bi-racial";
- the note would be more efficient if was read before the question is asked or should at least be placed closer to the question.

Question 21

- The date of birth should be shown for people, so anyone under 15 could be omitted; perhaps Question 21 should say "for anyone born before —."

Question 22

- This question should be asked before Question 21 with a skip pattern so that respondents who have lived in same place "5 years ago" would not be asked about "1 year ago."

Question 23

- The skip in this question was often not missed.

Question 24

- There were no problems with this question.

Question 25

- Many respondents thought secondary education applied to grades 7, 8 and 9, and not to grades 10, 11 and 12;
- many respondents felt the "None" response was embarrassing and did not respond if no certificate or degree had been obtained.

Questions 26 to 27

- Respondents felt these questions were a total waste of time and questioned why the government wasted time and money on such a bunch of foolishness;

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- respondents thought housework and looking after children were the same thing.

**Question 27**

- Not much volunteer work is done in November, but at other times of the year, there would be some to report.

**Question 28**

- The skip in this question was often missed;
- some respondents entered "0" hours and proceeded to Question 34;
- interviewers feel a skip pattern would have been useful here, such as "if retired or permanently disabled, go to —" because the retired and disabled respondents had to read many questions needlessly.

**Question 32**

- No allotment for retired respondents;
- the print is too small for the elderly in above questions.

**Question 34**

- Second block of Question 34 is confusing; in some cases, respondents and interviewers could not make a distinction between "section," "plant," "department," "branch" or "division."

**Question 36**

- There are loads of other categories; the choice was limited;
- some respondents were not sure which industry category their employer belonged to.

**Questions 37 and 38**

- Respondents did not understand these questions fully and felt they were a duplication of each other;
- the written examples were not suitable for the Atlantic provinces.

**Question 39**

- There were no problems with this question.

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Question 40

- There were no problems with this question.

Question 41

- It is felt that this question was needless because most respondents speak one language.

Question 42

- This question was a complete headache;
- respondents did not write-in their complete addresses;
- respondents never entered their postal codes - interviewers had to research postal codes.

Question 44

- Interviewers did not know if the information given was for 1992 or 1993;
- seasonal workers do not know number of weeks they worked;
- questions for "last week" should have been grouped together as should the questions for "last year."

Question 45

- Interviewers felt that respondents could have been working full time at two part-time jobs but there is no place to indicate this.

Question 46

- Incomes should be asked in ranges, i.e. 5,000/10,000, 10,000/20,000, etc.;
- the question should ask for estimates and not for actual figures;
- senior respondents were very upset with this question and they were not reporting exact amounts of their revenue, they feared they would lose the supplements;
- single mothers checked the "No" circles for the entire question; but they must receive money from somewhere;



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- what about loss!!!;
- some respondents felt the question was too personal;
- the question is too detailed, asking for too much information;
- some respondents did not understand why this information is required, but if a reasonable explanation was given, some respondents felt better about it;
- respondents think we should be able to get income figures from Revenue Canada;
- interviewers do not feel the income information is accurate.

**Question 47**

- There were no problems with this question.

**Question 48**

- There were no problems with this question.

**Question 49**

- There were no problems with this question.

**Guide**

- Interviewers did not think respondents used the Guide;
- respondents only used the Guide for help on Question 46;
- the telephone number for the Census Help Line should have been more visible;
- some interviewers did not even notice the telephone number in the questionnaire.

**Overall Response**

- Respondents were very sensitive to the income and ethnicity questions;
- respondents did not like being in LFS for six months and then being chosen for other surveys;
- respondents would have preferred to have the interviewer's name and telephone number instead of using the 1-800 number;
- notice cards would have been very helpful;
- some respondents are not receptive to strangers.

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**Field Operations**

**Training**

- Appendix E was not very useful, although it was sometimes used for assistance on income questions;
- if Steps 3, 5, 7 are answered "No," "None," "No," it is OK;
- Appendix number identification was very confusing;
- questionnaires shown for different situations would be useful.

**Training Material**

- A copy of the questionnaire on left side of manual and examples on description on right hand side would have been useful;
- manual needs income section and the edits to be less confusing;
- "rule of 6" and weighting could be improved;
- interviewers were confused as to what was needed in income to make questionnaire complete in a "rule of 6"; the income question has a heavy impact;
- interviewers liked the use of colours used in the pages of the manual;
- page 81, No. 4 was the key; should have been bolder or larger.

**Telephone Follow-up**

- Call display caused problems when the follow-up was done by telephone.

**Personal Follow-up**

- There were no problems encountered in the personal follow-ups.

**NCT Material**

- The bags were too short;
- the bags would get wet if it was raining;
- many doors now only have locks, no knob or handle;

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- if there was no knob, only a handle, the bag had to be tied to the handle;
- the bags were too thin.

**Reports**

- There should have been a place or column to indicate that the interviewers had prepared the reports themselves;
- it was not clear to the interviewers that, at the end of the report, columns 3 and 4 must equal to column 2;
- there should have been a "previous balance" space for the following week's reports.



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**Special Population Sample**



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Special Population Sample

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Notes: E. Wilson

Interviewers

Teresa:     -   Uniacke Square - 65% Black respondents;  
              -   assignment size - 140 dwellings;  
              -   130 contacts were made.

Dan:       -   Uniacke Square - 85% Black respondents.

General Comments

- Several respondents did not like being asked "How many hours did you spend doing housework?"
- Questions 26 and 27 were a big problem; respondents did not like being asked about household and volunteer activities;
- Question 46 on income was very unpopular;
- many respondents said they just were rotated out of the Labour Force Survey;
- suggest Black area be interviewed by Black interviewer;
- interviewers do not think the information is very accurate;
- interviewers do not like being responsible for the completed questionnaires in their homes.

Public Reaction

- Respondents felt the test was not necessary, that the questionnaire was too long and too detailed;
- many children completed the forms for their parents;
- respondents did not want to call the 1-800 number, they preferred to call interviewers;
- many respondents expressed the concern that the information on income would somehow be given to Revenue Canada;
- also, they could not believe their responses would not be given to other agencies or departments;
- interviewers felt that the follow-up period should have been longer.

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Questionnaire

Front Cover

- Respondents should have asked to "complete (the questionnaire) on or about November 8" instead of "To be completed November 8, 1993."

Skip Pattern

- No particular problems were encountered with the skip pattern.

Steps

- Many respondents did not complete Steps 3 and 5;
- Step 4 was often left out; in the case of students, respondents refused to complete, claiming they are residents of another country visiting Canada temporarily;
- Step 10 was usually left blank, but upon follow-up respondents gave answers freely to interviewers.

Questions 7

- Most respondents did not understand the meaning of "work limitation."

Question 8

- Respondents asked what was considered "long-term disabilities."

Question 16

- This question was a problem for most respondents; they do not know what their ancestors were.

Questions 21, 22, 23 and 24

- No problems were encountered with these questions.



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**Question 25**

- Many respondents thought that secondary education consisted of grades 7, 8 and 9.

**Question 26**

- Many respondents did not think there was any reason to ask this question; most think housework and minding children should not be separate;
- very few respondents reported any volunteer work.

**Questions 28 to 33**

- Most respondents completed these questions and did not realize they should not have until they reached Question 34.

**Questions 34 and 35**

- Usually, these questions were not completed; respondents did not understand the breakdown of "section," "department," "branch" or "division" and did not know what they should report in the different categories; even interviewers had problems.

**Question 36**

- This question was confusing for some respondents.

**Questions 37 and 38**

- Most respondents entered the same duty in answer to both of these questions; they felt the questions duplicated each other.

**Questions 39 to 41**

- No particular problems were encountered with these questions.

**Question 42**

- Many respondents only provided street names;
- many respondents do not know their postal codes;
- it was felt that this is not a good question;

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- ship or dock yards do not have addresses;
- many respondents entered post office box numbers;
- interviewers had to call places and request addresses or postal codes to complete blanks.

**Question 43**

- No particular problems were encountered with this question.

**Question 44**

- This question was considered problematic.

**Question 45**

- No particular problems were encountered with this question.

**Question 46**

- Respondents felt that this question was too personal;
- putting disability in (other money);
- it was felt the questions would be better answered if they were geared to type and age of persons being sampled;
- it generally took a long time to complete.

**Guide**

- Interviewers did not use the Guide;
- very few respondents used the Guide.

**Training**

- Very good - manuals were fine.

**Drop-off**

- No particular problems were encountered;

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- friendly enough;
- numerous contacts were made;
- there was problem with one complex due to door knobs and mailboxes, etc.; there was no appropriate place to leave the questionnaire;
- some interviewers found the supplies to be heavy.

**Collection**

- Edit - it became questionable whether the "edit" was partial or complete when respondents provide partial data; in some cases, the "Yes" circles in the Income question were checked but the amount spaces would be left blank or respondents wrote-in "do not know" in the dollars and cents spaces;
- interviewers asked if actual amounts were required in all parts of the question for the questionnaire to qualify for edit;
- 50% of households said they mailed back their questionnaires but did not.

**Telephone Follow-up**

- It was preferable not to leave messages when answering machines were involved;
- many respondents had call display on their phones and would not answer the phone;
- some respondents were willing to give information over the phone in a follow-up;
- people who refused could not be persuaded to complete the questionnaire.

**Personal Follow-up**

- There were numerous put-offs.

**NCT Material**

- The material did not fit in many types of mailboxes;
- interviewers felt that notice or visiting cards or even reminder cards would have been very helpful.



**Rapport de compte rendu du Test du recensement national  
Montréal, le 3 décembre 1993**

**Échantillon de l'Enquête sur la population active  
et échantillon de la Population spéciale**



**Rapport de compte rendu du Test du recensement national  
Montréal, le 3 décembre 1993**

**Échantillon de l'Enquête sur la population active  
et échantillon de la Population spéciale**

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Deux groupes d'intervieweurs se sont présentés, l'un ayant distribué des questionnaires à des répondants de l'échantillon de la Population spéciale et l'autre, à des répondants de l'échantillon de l'Enquête sur la population active.

Les points à l'ordre du jour étaient les suivants: le questionnaire (le contenu et la conception du graphique), le Guide du répondant, les réactions du public et les opérations sur le terrain.

Un seul compte rendu est présenté pour les deux groupes. Cependant, le compte rendu du questionnaire est divisé en deux sections, l'un pour la session de l'échantillon de la Population spéciale et l'autre pour la session de l'échantillon de l'Enquête sur la population active, pour permettre une meilleure évaluation des deux groupes. En ce qui a trait aux autres points à l'ordre du jour (le Guide, les réactions du public, les opérations), les commentaires des intervieweurs des deux groupes étant semblables, deux rapports n'étaient pas nécessaires.

Les idées présentées sont celles des répondants et des intervieweurs. Ainsi, il est possible que des suggestions paraissent déplacées, mais elles sont le reflet de l'état de compréhension et de connaissance des personnes présentes lors des groupes de discussion.

## **1. Questionnaire**

### **A. Échantillon de la Population spéciale**

Sept intervieweurs se sont présentés au groupe de discussion sur l'échantillon de la Population spéciale. Parmi les sept intervieweurs, il y avait un intervieweur principal et six intervieweurs de l'Enquête sur la population active. Sept personnes, dont quatre du bureau central et trois du bureau régional, ont observé le groupe. L'animateur provenait du bureau central (matière spécialisée).

Les intervieweurs ont travaillé dans plusieurs secteurs dont Montréal-Nord (Haïtien), St-Laurent et St-Zotique (Latino-Américain) et Brossard (Asiatique). Deux intervieweurs ont travaillé dans des milieux mixtes avec plusieurs groupes ethniques.

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Commentaires généraux

Les «Passez à ... » posent beaucoup de problèmes aux répondants. Ils ne remarquent pas certaines instructions, en particulier celle demandant aux 15 ans et moins de ne pas remplir le questionnaire à partir de l'étape 9.

La conception graphique (matricielle) fonctionne assez bien même si les intervieweurs complètent une question pour toutes les personnes avant de passer à la question suivante. Pour certaines questions sur les activités économiques, il faut parler à la personne elle-même pour obtenir les détails.

Les instructions sont plus ou moins lues. Ainsi, des répondants inscriront plus d'une réponse à une question nécessitant une seule réponse et vice versa.

Le questionnaire est trop long (2 à 3 heures). Les gens ont peur de l'entreprendre. Plusieurs intervieweurs croient que c'est grâce au suivi qu'ils ont obtenu un taux de réponse élevé.

Quelques questions particulièrement difficiles

- L'origine ethnique, car c'est trop compliqué. Que veut dire «ethnique», «culturel», «ancêtre»?
- Les activités non rémunérées : c'est trop long et les gens ne savent pas ce que ça veut dire. On suggère de remplacer «activités non rémunérées» par «salaire». Est-ce que le bien-être social est considéré comme une activité non rémunérée?
- Question 28 (heures de travail) : Le «Passez à ... » est oublié, donc les réponses sont incohérentes. On suggère de faire deux blocs de question à partir de cette question pour éviter les problèmes.
- Le revenu : les répondants ne veulent pas répondre. C'est trop détaillé. C'est trop difficile sans la déclaration de revenu, en particulier pour les personnes âgées. Pourquoi pas des tranches de revenu? Pourquoi «Oui», «Non» et «Perte» pour chaque catégorie de réponse?
- La mobilité : les gens cochaient le cercle 1 et inscrivaient une adresse dans l'espace pour ceux ayant déménagé.

Page de présentation

Les répondants ne lisent pas le message du statisticien en chef. L'accent devrait être mis sur une lettre explicative qui précéderait la livraison du questionnaire et du Guide. Les répondants ne croient pas à la confidentialité du questionnaire.



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• **Questions reliées à la couverture**

Un intervieweur a mentionné le cas des immigrants qui installent leurs enfants ici, mais qui continuent de travailler à l'étranger alors que les enfants (étudiants) sont présents à la maison. Doit-on inscrire les parents sur le questionnaire?

Les étapes (pages 2 et 3) donnent une impression de confusion. D'une part, l'ordre est confus et d'autre part, il y a trop de questions sur ces deux pages. Les répondants confondent les termes «étapes» et «questions».

• **Lien avec la Personne 1**

La plupart des répondants ne semblent pas cocher le cercle destinée à la Personne 1.

Le choix de réponses n'a pas soulevé de problèmes. Les intervieweurs semblaient assez satisfaits du choix proposé et trouvaient qu'il répondait mieux aux réalités d'aujourd'hui.

• **Union libre et état matrimonial**

Le terme «état matrimonial» n'est pas toujours compris.

Les intervieweurs se sont demandés pourquoi la question sur l'union libre ne constituait pas un choix à la question sur l'état matrimonial. Ils trouvaient que les gens de moins de 15 ans et ceux qui étaient légalement mariés ne devaient pas répondre à la question sur l'union libre.

• **Limitations d'activité**

Presque tous les intervieweurs se demandaient ce que le terme «limitations d'activité» voulait dire. Les répondants ne comprennent pas le concept, difficile à expliquer.

• **Langue**

De façon générale, les questions sur la langue n'ont posé aucun problème aux répondants.

On a suggéré de mettre le choix «Français» en premier lieu à la question 9, des répondants francophones pouvant cocher le premier choix «Anglais» par erreur. De plus, les répondants ne comprennent pas qu'ils peuvent répondre à plus d'un choix.

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Que faire avec les enfants qui ne parlent pas? Cette préoccupation était présente dans les deux groupes de discussion, ce qui démontre bien que le Guide n'est pas consulté ni par les intervieweurs ni par les répondants.

- **Lieu de naissance, citoyenneté et immigration**

Les Canadiens par naissance ont tendance à oublier de répondre aux questions 13, 14 et 15. Plusieurs répondants canadiens par naissance se sont demandés pourquoi ils devaient dire s'ils étaient immigrants reçus.

Il semble que plus d'information sur les cas spéciaux (réfugié, personne en attente d'un visa, etc.) serait nécessaire pour les intervieweurs. Un répondant a refusé de donner sa date d'immigration, considérant que maintenant qu'il était canadien, cette date n'avait aucune importance. De plus, certains ont oublié l'année exacte d'immigration.

Un intervieweur a mentionné qu'un choix de réponses était plus pratique à la question 12, car plusieurs fois il a dû écrire le même nom de pays lors du suivi.

- **Origine ethnique**

La question 16 a soulevé beaucoup de problèmes : jusqu'où remonter en ce qui concerne les ancêtres? Que veut dire «ethnique», «culturel»? Certains intervieweurs ont rajouté que «culturel» ne voulait pas dire la même chose que «ethnique».

Certains ont utilisé une case par grand-parent. Ainsi, on pouvait retrouver le même groupe ethnique inscrit dans les trois cases réservées à chaque personne. D'autres ont répondu en donnant des ancêtres pour eux mais en inscrivant «Canadien» pour leurs enfants. En général, les intervieweurs ont remarqué que plusieurs ont écrit «Canadien».

L'ajout des choix «Haïtien» et «Jamaïquain» dans la liste des exemples a été apprécié. Aucune plainte contre la présence de «Canadien» comme exemple.

- **Autochtone**

Le terme «autochtone» n'est pas toujours clair.

Les questions 17, 19 et 20 devraient être regroupées puisqu'elles concernent les autochtones.

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Le suivi à la question 17 a bien été respecté lorsque la réponse choisie était «Non». Étant donné qu'ils n'y avaient pas d'autochtones parmi les répondants, le suivi lorsque la réponse choisie était «Oui» n'a pas pu être vérifié. Par contre, parmi ceux ayant répondu «Non», les gens ne voyaient pas l'utilité de répondre aux questions 19 et 20.

- **Race**

Les intervieweurs ont noté que le choix de réponses est un mélange de races, de groupes ethniques et de nationalités.

Un intervieweur a noté une cohérence entre les réponses aux questions 16 et 18.

De façon générale, les répondants sont sceptiques quant à la note sur le programme d'équité en matière d'emploi.

Un répondant a suggéré que l'ordre des choix de réponses à la question 18 soit alphabétisé pour ne pas commencer par «Blanc».

Le choix «Latino-Américain» a posé quelques problèmes. Un répondant latino-américain a inscrit ses enfants comme étant des Blancs parce qu'ils étaient nés au Canada. D'autres, ne savaient pas s'ils devaient inscrire «Blanc» et «Latino-Américain». Un troisième problème concernait les Métis et les Indiens de l'Amérique centrale et du Sud qui ne savaient pas où s'inscrire. Par contre, un intervieweur a dit que le choix «Latino-Américain» était apprécié, car il offrait au moins cette nouvelle possibilité.

- **Note de l'étape 9**

Plusieurs répondants ne voient pas la note qui débute l'étape 9. Des intervieweurs ont suggéré de donner l'année de naissance de ceux qui doivent répondre aux étapes suivantes (exemple : «Répondez aux questions suivantes si vous êtes né avant le 8 novembre 1978»).

D'autres ont suggéré de répéter la note de la page 12 à chaque page du questionnaire.

- **Mobilité**

Les répondants ont souvent inscrit qu'ils habitaient à l'adresse actuelle tout en écrivant leur adresse vis-à-vis du choix «Habitait un ou une autre ville ... ».

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Le second commentaire le plus courant concernait la difficulté de se souvenir de son adresse 5 ans auparavant.

- **Scolarité**

Aucun commentaire. La question sur la langue à l'école n'a posé aucun problème.

- **Travail non rémunéré**

Le terme «rémunération» n'est pas toujours compris par les répondants.

Le nombre d'heures passées à faire des activités à la maison est difficile à évaluer. Il dépend à la fois de la méthode de calcul, de la personne qui répond, s'il s'agit d'activités simultanées ou consécutives ou de ses propres heures.

Les exemples ont beaucoup aidé les intervieweurs à expliquer le sens de chaque choix de réponses.

- **Travail rémunéré**

La question 28 a posé un problème pour les gens qui ont travaillé et ceux n'ayant pas travaillé. Pour éviter de choquer les retraités et ceux n'ayant pas travaillé, il faudrait commencer par la question 33 au lieu de 28.

À cause de la conception graphique de la question, plusieurs personnes, au lieu de mettre une croix dans le cercle «Aucune», ont inscrit «0 heure» dans la case où on devait inscrire le nombre d'heures de travail. On a suggéré de mettre «si aucune, passez à» pour éviter ce problème. À cause de cette confusion, les répondants passaient directement à la question 34. Il y a aussi eu le cas de personnes inscrivant un nombre d'heures à la question 28, mais omettant de passer la question 34.

La nouvelle question sur le secteur général d'activité a posé quelques difficultés pour les intervieweurs, car les catégories sont difficile à déterminer. Par exemple, si la personne travaille dans une commission scolaire, est-ce pour le gouvernement provincial?

Plusieurs personnes ont perçu la question 38 (activités) comme étant une répétition de la question 37 (type de travail).

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La nouvelle question 41 sur la langue au travail n'a posé aucun problème.

L'adresse au travail est difficile à inscrire en particulier si une personne autre que celle qui travaille, répond au questionnaire. L'option d'inscrire l'intersection de deux rues comme adresse devrait être conservée.

Le mode de transport n'a posé aucun problème.

À la question 44, il est difficile de se souvenir du nombre de semaines où l'on a travaillé, surtout dans le cas d'emplois multiples ou de chômage.

Un point, également soulevé dans le cas de la question sur le revenu, concerne la pertinence de l'information recueillie sur le travail (et le revenu) des adolescents de 15 et plus. Dans ces cas, il ne s'agit souvent que d'emplois irréguliers et sous-rémunérés comme gardien d'enfants et camelot.

Que faire avec le conjoint qui travaille à l'extérieur du Canada? Le cas des immigrants récents qui retournent travailler à Hong Kong est problématique pour toutes les questions sur le travail et le revenu.

**Revenu**

Les choix «Oui», «Non» et «Perte» ne semblent pas clairs pour les répondants.

Une fourchette de prix serait préférable à l'inscription du revenu précis. De toute façon, les répondants n'acceptent souvent que de donner une approximation de leur revenu. Les intervieweurs souvent doivent faire les calculs de revenu à partir d'une donnée hebdomadaire ou mensuelle.

Les répondants avec un revenu gagné à l'étranger évitent d'inscrire un revenu. Plusieurs demeurent dans des quartiers à haut revenu. Les intervieweurs ne savaient quoi faire dans une telle situation.

Certains entrepreneurs n'avaient pas encore les informations disponibles pour leur exercice financier de 1992.

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Les répondants sont mécontents de voir une longue question sur le revenu à la fin du questionnaire. De plus, la déclaration de revenu n'est pas toujours accessible. Les intervieweurs ont l'impression qu'ils manquent de respect envers les répondants à cause du fardeau de réponse.

**Étape 10**

Les intervieweurs ont souligné l'importance de consulter la dernière page du questionnaire, car on y retrouve de très bons commentaires.

La question sur le revenu a été le plus souvent mentionnée.

**2. Enquête sur la population active**

Sept intervieweurs se sont présentés au groupe de discussion sur l'échantillon de l'Enquête sur la population active. Parmi les sept intervieweurs, il y avait deux intervieweurs principaux et cinq intervieweurs de l'Enquête sur la population active. Six personnes, dont quatre du bureau central et deux du bureau régional, ont observé le groupe. L'animateur provenait du bureau central (contenu du recensement).

Les intervieweurs venaient de plusieurs régions du Québec dont Sherbrooke, Valleyfield, Mirabel ainsi que Montréal centre-ville.

**• Page de présentation**

Les répondants ne lisent pas le message du statisticien en chef. Seul le second paragraphe serait suffisant. L'accent devrait être mis sur une lettre explicative qui précéderait la livraison du questionnaire et du Guide. Il faut motiver les gens à remplir le questionnaire; il faut susciter leur intérêt. De toute façon, les répondants ne croient pas à la confidentialité de ce questionnaire ni des questionnaires en général.

**• Questions reliées à la couverture**

Tout d'abord, la note concernant l'utilisation du générique masculin n'a soulevé aucun commentaire si ce n'est cette dame qui a rajouté des «e» partout où c'était nécessaire dans le questionnaire.

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Un intervieweur a mentionné que pour certains de ses répondants, le cas des étudiants présents à la maison seulement pour quelques mois durant l'année leur posait une difficulté. Doit-on les inscrire sur le questionnaire? Les étudiants ne se sentent pas concernés par le test. Ils répondent que leurs parents remplissent les questionnaires.

Il a été suggéré d'intervertir les étapes 4 et 6. De cette façon, les personnes écrivant «Non» à l'étape 3 n'iraient pas directement à la question 1.

À l'étape 5, certains résidents étrangers qui louaient des chalets ont répondu aux questions. Il est impossible de les retrouver pour le suivi.

De façon générale, aucun terme ne semblait poser problème. Par contre, ces étapes (pages 2 et 3) donnent une impression de confusion, car elles contiennent beaucoup de mots, plus de caractères gras et peu d'espaces de réponse.

Un intervieweur a suggéré que le terme «étape» soit remplacé par le terme «question» ou simplement par un chiffre.

- **Lien avec la Personne 1**

Voir les commentaires sur l'échantillon de la Population spéciale.

- **Union libre et état matrimonial**

Voir les commentaires sur l'échantillon de la Population spéciale.

Aucun commentaire sur la forme féminine différente pour le choix de réponses «Veuf ou veuve»

- **Limitations d'activité**

Les termes «limitations d'activité» et «problème de santé chronique» étaient confus. Un intervieweur a soulevé le cas d'un répondant physiquement handicapé, mais ne se considérant pas limité dans ses activités, ayant trouvé remède à sa situation. Cette personne inscrirait donc «Non» aux choix de la question 7 et «Oui» à ceux de la question 8.

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- **Langue**

Voir les commentaires sur l'échantillon de la Population spéciale.

- **Lieu de naissance, citoyenneté et immigration**

Plusieurs répondants canadiens par naissance ont voulu savoir pourquoi on leur demandait s'ils étaient immigrants reçus. Le terme «naturalisation» est parfois mal compris, donc des gens peuvent avoir de la difficulté avec les choix de réponses «Du Canada, par naissance» et «Du Canada, par naturalisation».

- **Origine ethnique**

La question 16 a soulevé beaucoup de problèmes : c'est une question piège. Jusqu'où remonter en ce qui concerne les ancêtres? Un intervieweur disait aux gens d'aller jusqu'aux grand-parents. Que veut dire «ethnique», «culturel», «racine»? Un message qui revenait souvent lors de la discussion : simplifier le questionnaire. Le terme «origine» a été suggéré comme étant plus facile à comprendre.

Certains ont utilisé une case par grand-parent. Ainsi, on pouvait retrouver le même groupe ethnique inscrit dans les trois cases réservées à chaque personne.

- **Autochtone**

Le terme «autochtone» n'est pas toujours clair pour les non-autochtones.

Il y a trop de questions sur les autochtones, ce qui peut choquer les gens. Les questions 19 et 20 sont de trop. Les questions 17, 19 et 20 devraient être regroupées puisqu'elles concernent les autochtones.

Il y avait seulement un autochtone parmi les répondants. Il avait sa carte, mais ne savait pas à quel groupe il appartenait et ne pouvait pas répondre aux questions.

- **Race**

Cette question est gênante à poser lors du suivi téléphonique.



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De façon générale, les répondants sont sceptiques quant au programme d'équité en matière d'emploi.

Cependant dans certains cas, il est toujours difficile de déterminer sa race : une personne de père noir et de mère blanche ne savait quoi inscrire. Il semble que les répondants inscrivent principalement un seul choix, alors qu'ils pourraient en inscrire plus d'un (Arabe et Blanc par exemple). Un intervieweur a donné l'exemple d'un répondant qui n'était pas un Blanc (Asiatique occidental?) mais qui a coché «Blanc» après avoir lu tous les choix de réponses.

- **Note de l'étape 9**

Voir les commentaires sur l'échantillon de la Population spéciale.

- **Mobilité**

Voir les commentaires sur l'échantillon de la Population spéciale.

Aucun commentaire sur la nouvelle note : les gens ne la lisent pas.

- **Scolarité**

Aucun commentaire.

La question sur la langue à l'école n'a posé aucun problème.

- **Travail non rémunéré**

Les gens se sentent mal à l'aise et attaqués dans leur vie privée. C'est inutile et gênant, en particulier pour les hommes.

Il n'y a pas de difficulté apparente à distinguer entre les activités de travail à la maison et le bénévolat.

Les exemples ont beaucoup aidé les intervieweurs à expliquer le sens de chaque choix de réponses.

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• Travail rémunéré

Les intervieweurs pensent que les questions sur le travail non rémunéré ont influencé de façon négative les réponses à la question 28.

La question 28 a posé un problème évident. Tout d'abord, les répondants ne réalisaient pas nécessairement que la question 28 avait trait au travail dit «rémunéré». De plus, à cause de la conception graphique de la question, plusieurs ont inscrit «0 heure» dans la case où l'on devait inscrire le nombre d'heures de travail, au lieu de mettre une croix dans le cercle «Aucune». À cause de cette confusion, les répondants passaient directement à la question 34. Certains intervieweurs ont suggéré de commencer par la question 33 au lieu de la question 28, ce qui aiderait les personnes à la retraite (il y en a de plus en plus).

Il y a aussi eu le cas de personnes ayant inscrit un nombre d'heures à la question 28, mais qui ont omis de passer à la question 34.

Simplifier l'énoncé des questions : par exemple «combien d'heures avez-vous travaillé» au lieu de «combien d'heures cette personne a-t-elle passées à un travail ... ».

Les questions 34 à 43. Plusieurs termes sont mal compris : «section, usine, service ... », «nature de l'entreprise», «constitué en société». Ces questions sont utiles pour des gens qui travaillent à Statistique Canada. Beaucoup de non-réponses.

À la question 34, les gens ne savent pas quoi répondre à la deuxième case.

La nouvelle question sur le secteur général d'activité a posé quelques difficultés pour les intervieweurs : la plupart de leur choix s'arrêtait sur «autre» et parfois l'emploi pouvait se retrouver à la fois dans deux secteurs (exemple : industrie manufacturière et commerce de détail). La question a été mal comprise : l'employé d'Hydro-Québec qui a coché «Gouvernement fédéral». Les gens ont de la difficulté à s'identifier aux choix de réponses.

Plusieurs personnes ont perçu la question 38 comme étant une répétition de la question 37. De même, la question 40 semblait reprendre la question 39. Les gens n'ont pas vu à la question 39 le «Passez à ... » pour les salariés et les personnes sans rémunération, donc, ils trouvaient la question 40 non pertinente.

La nouvelle question 41 sur la langue au travail n'a posé aucun problème.

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La question 42 sur l'adresse au travail est comprise, mais difficile, car les gens doivent faire des recherches pour y répondre, en particulier si une personne autre que celle qui travaille remplit le questionnaire. Parfois, l'adresse n'est pas évidente lorsqu'il s'agit, par exemple, de chantier de construction ou de chantier naval. En général, les gens connaissent la rue, pas plus.

La question 43 sur le moyen de transport n'a posé aucun problème.

À la question 44, il est difficile de se souvenir du nombre de semaines où l'on a travaillé surtout dans le cas d'emplois multiples. De plus, les gens ont tendance à exclure les semaines de congé.

• **Revenu**

Les gens répondaient d'aller voir la déclaration de revenu. C'est seulement au suivi qu'ils acceptent de répondre. Cette question est trop personnelle. Les travailleurs autonomes sont les plus réticents à répondre.

Une fourchette de revenu serait préférable à l'inscription du revenu précis. De toute façon, les répondants n'acceptent souvent que de donner une approximation de leur revenu ou un taux horaire, hebdomadaire ou mensuel.

Les intervieweurs se sont plaints du fait que ce soit eux qui souvent doivent faire les calculs de revenu à partir des informations partielles.

Si la personne demeure à cette adresse depuis moins de un an, elle ne sait pas quel revenu inscrire.

«Traitement» n'est pas compris. Les personnes âgées avaient parfois des problèmes à trouver où inscrire leurs revenus gouvernementaux.

Les intervieweurs trouvent difficile d'une part, d'accepter certaines incohérences de contenu (0 \$ revenu dans toutes les cases) et d'autre part, de faire un suivi pour des réponses incomplètes aux sections b) à j), alors que la personne a déjà répondu à la section a) (salaires et traitements totaux).

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2. Guide du répondant

Tout le monde est d'accord sur ce point : le Guide n'est ni lu par la majorité des répondants ni par celle des intervieweurs. Certains intervieweurs suggéraient même de ne plus avoir de Guide mais, seulement une ligne téléphonique. Selon eux, les répondants utiliseraient plus facilement le téléphone que le Guide, surtout si l'accent est mis sur le développement de ce service. Ils ont aussi mentionné que le contenu du Guide devrait faire partie de leur formation. Ils ont déjà tellement de documentation à lire qu'ils ne pensent pas lire leur Guide.

Plusieurs répondants pensent qu'ils doivent lire le Guide avant de répondre au questionnaire, ce qui les rebute encore plus.

3. Réactions du public

Une certaine confusion existe entre les concepts d'«énumération» et de «recensement». On confond recensement électoral et recensement de la population.

Les intervieweurs ne semblaient pas savoir que le test était obligatoire. Il était donc plus difficile de convaincre les répondants de remplir le questionnaire. Les commentaires reliés au «gaspillage», «trop de papier», «déficit», etc., ont été mentionnés.

Les intervieweurs ne semblaient pas convaincus eux-mêmes de l'utilité du test. «Pourquoi ne fait-on pas un test pour simplifier le questionnaire?»

D'un côté, certains répondants ne voulaient pas remplir leur questionnaire parce que leurs voisins n'en avaient pas reçu, mais de l'autre, des répondants n'ayant pas de questionnaires, de dépit, prenaient celui de leur voisin. Souvent ce sont les intervieweurs qui remplissaient le questionnaire. Certains pensaient qu'après le 8 novembre, il était trop tard pour retourner le questionnaire.

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#### 4. Opérations sur le terrain

##### Formation

Trop de manuels, un sentiment de répétition d'un manuel à l'autre, une procédure qui demande de sauter d'un manuel à l'autre; si bien qu'à un certain moment, la question se pose : «Où ai-je déjà lu ça?» Les intervieweurs ont l'impression qu'ils n'ont pas tout lu.

Les feuilles bleues de contrôle ont été appréciées. Les intervieweurs principaux ont suggéré que les exercices se fassent au cours plutôt qu'au domicile pour s'assurer que tout le monde a bien compris.

Plus d'importance devrait être mise sur le contrôle et le suivi par rapport à la livraison.

##### Livraison

Novembre n'est pas un bon mois pour un test. C'est difficile de livrer les questionnaires autant dans les duplex de Montréal avec escaliers externes que dans les régions rurales où les ménages sont éparpillés. De plus, c'est la saison de la chasse, ce qui est dangereux.

Les intervieweurs ont insisté sur le fait qu'un contact personnel est important pour avoir un meilleur suivi. Les intervieweurs auraient aimé avoir une carte ou une note à laisser indiquant qu'ils étaient passés et qu'ils communiqueraient de nouveau avec le répondant plus tard. Une lettre explicative aurait aussi grandement simplifié leur tâche en aidant à convaincre les répondants de participer à ce test.

Les intervieweurs se sont plaints des étiquettes à coller sur le pas de la porte.

Plusieurs intervieweurs n'ont pas utilisé le sac de plastique, à cause de sa ressemblance avec des sacs de publicité et de sa mauvaise qualité (se déchire facilement).

La gestionnaire du projet au bureau régional a suggéré que les enveloppes de retour soient un peu plus grandes pour permettre d'ouvrir les enveloppes de façon mécanique sans déchirer les questionnaires à l'intérieur.

Des intervieweurs ont fait remarquer que leurs adresses n'étaient pas en ordre sur la liste et que certaines adresses avaient le n° d'appartement coupé en deux. Lorsqu'il n'y avait pas assez d'espace à la fin d'une première ligne, le numéro continuait au début de la seconde.

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Parmi l'échantillon de la Population spéciale, certains questionnaires n'ont pas été retournés à cause de la langue. Parfois, des maisons sont achetées, mais personne n'y réside, ce qui pose un problème au niveau de la livraison.

#### Contrôle et suivi

Le répondeur est un obstacle majeur, car il n'y a pas de rappel ni d'incitatif possible. Donc, téléphoner ne donne presque rien. Par contre, le téléphone est toujours utile pour remplir le questionnaire.

La procédure de suivi n'était pas toujours claire. Par exemple, il semblait étrange d'inscrire comme étant une erreur, une personne de moins de 15 ans n'ayant pas répondu à la question sur l'union libre. Une façon plus systématique d'expliquer les questions à suivre et à encercler aurait facilité la compréhension du processus. Un diagramme ou une carte (quelque chose de visuel) pourrait aider à appliquer la procédure de suivi.

Les intervieweurs principaux ont dit qu'il fallait souvent insister sur le fait qu'aucune validation de cohérence ne devait être faite. Parfois, les intervieweurs voyaient des réponses qu'ils savaient fausses, mais qu'ils ne pouvaient les changer.

Les intervieweurs principaux ont trouvé que le rapport à remplir par les intervieweurs était difficile à comprendre et à expliquer. On a suggéré de dire que les colonnes 1 à 4 représentent les questionnaires reçus du bureau régional, alors que les colonnes 5 à 10 correspondent aux questionnaires remplis par l'intervieweur.

Certains d'entre eux n'ont pas utilisé leur feuille de contrôle, mais une autre feuille qu'ils ont organisée à leur façon. Ceux qui ont utilisé la feuille de contrôle ont mentionné qu'elle manquait d'espace.

Lorsqu'un intervieweur a déjà téléphoné trois ou quatre fois, le suivi sur place est perçu comme un gaspillage de ressources.

L'emploi des petits carrés noirs sous le numéro de la question pour indiquer un choix multiple ne semblait pas toujours respecté (questions 12, 14, les questions portant sur le travail, etc.).

Beaucoup plus de suivi a dû être fait dans le cas de l'échantillon de la Population spéciale. Certains intervieweurs se demandaient dans quelle mesure des questionnaires remplis par eux-mêmes donnaient un résultat valable dans le cadre du test.

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**Representation:** Interviewers from Ottawa and surrounding area as well as Sturgeon Falls.

**A. Round Table Initial Comments**

- Good response rate;
- some problems were experienced with mapping; maps were not good;
- respondents cooperated if the enumerator gave details about the importance of the census;
- numerous respondents either remembered being part of the Labour Force Survey or continued to be part of it and, as a result, they were not pleased to participate in yet another survey.

**B. Questionnaire Format and Design**

- A lot of respondents gave answers for every question for children less than 15; the suggestion is to put date of birth at the top of each column so that it is visible from each page;
- reference to User Guide was too late in the questionnaire, respondents had finished answering the questions by the time they found reference to a guide;
- where is Step 9, it was difficult to follow the steps;
- retired people found the labour force portion difficult, use a skip pattern to exclude them;
- the unpaid work questions were found to be difficult by seniors and young people;
- Question 42 should be immediately after Question 34, it is logical to answer both together;
- respondents generally do not follow skips;
- some respondents did Step 2 and then moved onto Step 9, missing all the steps in between.

**C. Front Page**

- There was some reaction to the word "test," why test, how important is it?
- others did not see the word test but only saw census and wondered why their neighbour was not included;
- date of completion should be changed to "Completion and Mailed by...";
- not many respondents read the message from Dr. Fellegi, they suggested a covering letter would be more appropriate;
- some respondents did not like the "required to provide information" and felt it should be by choice;

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- urban respondents find it a duplication to complete the address portion because the sticker on top has an address, interviewers explained that many rural residents have different mailing addresses to those of where people live. Interviewers in rural areas strongly recommended the use of the 911 address file to find the house.

**D. Steps 2 to 7**

- No major problems encountered;
- some respondents were offended by Step 5, for example, those in common-law relationships but not wanting to reveal their living arrangements;
- city people do not understand why they are asked Step 7.

**E. Step 8**

**Question 1: Names**

- Names were listed in correct order.

**Question 2: Relationship**

- Very few people checked the "Person 1" circle, enumerators would not call for just that error because it was obvious.

**Question 3: Date of Birth**

- Some respondents did not answer this well.

**Question 6:**

- There was controversy over the definition of common-law; why does it not include people of the same sex?;
- older married couples complained of having to answer this question, they had already indicated their marital status in Question 5.

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**Questions 7 and 8: Disability**

- People do not understand the term and what it indicates and because it is a personal identification there is no correct response, for example, someone who is a paraplegic could feel they are not limited;
- Question 8 is difficult to respond to in the case of children as one does not know the length; a suggestion is to qualify "long-term", for example, six months or more.

**Questions 9 to 11: Language**

- Babies do not speak; so how do you respond.

**Questions 12 to 20: Ethnic, Aboriginal, Place of Birth, Race**

- If people indicate "born in Canada," could they not skip Questions 13, 14 and 15?;
- Question 16 is difficult to respond, how many generations back to go;
- people want to respond Canadian;
- French Canadians were likely to give multiple responses of Canadian and French;
- respondents felt there should be just one Aboriginal question;
- for the category Black in Question 18, some Somalian respondents felt they should not be in this category;
- respondents did not like "White" category; why not give Caucasian as a choice;
- some respondents were upset that they were asked Question 18: "is this being used for quota hiring and if so I won't answer?";
- aboriginals did not necessarily see the skip;
- aboriginals know if they should answer Questions 19 and 20;
- the term "Indian" is offensive to Northern Ontario populations, they prefer "Native."

**Questions 21 and 22: Mobility**

- No difficulties with these questions.

**Questions 23 to 25: Education**

- Seniors who have completed some elementary education, but not high school, resented having to check the "None" circle; the elementary category should be included;
- many respondents check off the circle of their highest education achieved, but not the ones previous;
- no categories for some courses but not certificate or degree????

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**Questions 26 to 45: Unpaid Work, Labour Force, Industry/Occupation**

- For Question 26, many respondents said "I do not know how many hours, why ask this question?";
- women responded "I do housework and look after children simultaneously";
- people away on vacation would respond "None," perhaps the question should ask for average week as opposed to last week;
- when administering the question in a interview, it is more difficult to get people to think of the appropriate week;
- many respondents answered the first part of Question 26, but skipped the (b) to (d) portions;
- Question 27 indicated not many respondents volunteered;
- many respondents, especially seniors, did not see the skip for Question 28 and continued to respond;
- Question 36 is perceived as a duplication of Question 35;
- for Question 36, to which category does "real estate sales" belong;
- there is no classification for self-employed, for example, babysitters, farmers;
- Question 36 must allow for more than one category, many respondents work at two different jobs, both equal in hours of work and importance;
- many respondents gave their title instead of the type of work for Question 37.

**Question 46: Income**

- There is extensive resistance to respond; people say go to Revenue Canada;
- many respondents were willing to provide a range, but absolutely refused to give exact amounts;
- seniors find it very confusing and frustrating to respond to Question 46;
- many respondents do not know their exact income and/or cannot provide the breakdown.

**Questions 47, 48 and 49: Dwelling Information**

- There were no problems with these questions.

**F. Guide**

- Respondents did not use the Guide, reference to it in the questionnaire was found too late;
- interviewers used Guide extensively;
- the suggestion is to package the Guide in with the interviewers' materials and not give the Guide to respondents;

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- the Guide adds to the bulk of the package for respondents; keep the amount of material to a minimum.

G. Mechanics

- The stickers were awkward to put on, interviewers would prefer to apply them at home before they go out in the field;
- one bilingual return envelope would be nice;
- a bilingual questionnaire would be nice, many respondents complained about the cost and confusion of having two.

H. Field Operations

- There was not enough time allowed for training;
- the separate instruction was good and having training broken into the two days was good;
- it is nice to have the contact during training, interviewers have to work alone so it is nice to compare notes;
- two separate books were awkward, one manual would be better;
- personal contact at drop-off is essential to good response, more time should be spent on achieving personal contact and this would lead to less follow-up;
- a cover letter would give more credibility to the survey;
- November is a terrible time for the survey; it is dark early so it is more difficult to find the house, but it is after five o'clock that you are able to reach most people;
- good maps are important, many of the maps were not accurate and people drew lines to indicate the coverage but in doing so covered up street names;
- the edit steps were no problem to follow, the pink pages in the book indicated them very clearly;
- "rule of 6" worked very well; it is rare that you have borderline case of six, it is either complete non-response or most questions answered;
- page 90 of the interviewers manual is excellent.



**1993 National Census Test Interviewer Debriefing Session  
Toronto, December 9, 1993**

**Special Population Sample**





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Toronto, December 9, 1993

Special Population Sample

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The following is a summary of the "Special Population Sample" session which was held on the morning of December 9, 1993.

The observers were Benoit Laroche (Director, Demography Division and 1996 Census Manager), Dale Sewell (Communications Division), Ron Logan (Labour and Households Surveys Analysis Division), Doug Newson (Director, Ontario Region), Carol Hensley (Assistant Director, Operations, Ontario Region), Avril Cude, (PM, Ontario Region), Cheryl Yaffa (1996 Census Mapping, Ontario Region) and Wally Boxhill (Employment Equity Division of the Treasury Board). Catherine Allan moderated this session. Avril Cude moderated the "Field Operations" portion. The report is based on notes supplied by Ron Logan and Dale Sewell. Notes taken while Avril Cude moderated are also included in the "Field Operations" section.

Four interviewers and two LFS senior interviewers attended. The two seniors were also present for the "LFS" session. Two of the interviewers were in the Chinatown district of downtown Toronto. Their areas contained seniors' apartment buildings. Both interviewers were hired for the test and were new to census. As they spoke Chinese, in many cases, they translated and rephrased the questions. A third new interviewer worked in the Wilson and Keele area. This area included many Black households. One senior interviewer was responsible for the Barrie, Collingwood, North Toronto, and Jane and Finch areas. The other senior interviewer's areas were in Etobicoke and Scarborough, and, around Jane and Finch. A fifth interviewer was brought in for follow-up only. He is an experienced LFS interviewer who also worked on the 1986 and 1991 Censuses. He worked in the areas of Jane and Finch, and Kipling and Islington. The latter district included many recent immigrants, Tamils and Guyanese.

The session began with general comments on the questionnaire format and design. Topics included skip patterns, the instructions, the matrix format.

#### A. Questionnaire Format and Design

There were a lot of late questionnaires which required editing. In most cases, skip patterns were not followed. There were problems with the skips in Step 9 and Question 28.

The test was too hard for most immigrants; the language was complex. Many respondents were functionally illiterate or had little education. There were too many instructions and they were too wordy. This made it very difficult for interviewers on the telephone or at the door. The majority of forms were interviewer completed. The only way to get a form from ethnic groups was to complete it at the door. The interviewer really needed to probe in order to get the names of all

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the people living in the household. Family, including children and friends, assisted with the completion of questionnaires.

The matrix format was difficult in very large families; as two forms were required for households with more than six persons. Even in small families, however, the matrix format was a complication, especially in combination with the skip instructions and flow of the questions down each page.

Guidelines and instructions for persons less than 15 years of age need to be clearer.

Suggestion: If born after 197-, only Questions 1 to 20 should be answered; if born before 197-, all questions should be completed; or all persons born in 1978 or earlier should complete the following questions.

**B. Questionnaire, by Section**

The participants were asked to discuss which questions caused problems or were difficult to answer, and if any terms were often misunderstood. They were also asked to outline how they handled problems and how accurate they thought the responses were.

**1. Front Page**

If people missed the November 8, 1993 date, they threw out the questionnaire.

Many respondents did not read the message from the Chief Statistician, but the interviewers thought it was absolutely necessary to have it to refer respondents to, for authority and ensuring compliance. It was successfully used many times to convince respondents to complete their forms.

Suggestion: There should be a grid on the top cover to assist interviewers by indicating which questions failed edit. Observer said, however, that this would only be adding to the office use only boxes on the front cover and there was too much of this already.

Suggestion: Possibly affix a label after the questionnaire has been returned, for those needing follow-up.

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Suggestion: Indicate the Census Help Line on the front page in large and bold print, since many respondents do not read the Guide or the instructions throughout the questionnaire.

Respondents wanted to know why they had to fill in Step 1 if it was a test; this was sensitive and caused some problems. Some respondents felt there should be no names.

Suggestion: Perhaps a perforated front cover to indicate to respondents that the information would not be retained, in order to protect confidentiality.

2. Steps 2 to 8

All of Steps 2 to 8 should be simplified; too much wording and too many instructions.

Some ethnic groups have a problem with the person and dwelling concepts; we should use the term household instead. For many immigrant families, Person 1, Person 2, etc., in Step 2 does not work. They tend to just list all members, in any order. Also true for extended families.

Some separated respondents felt their spouse should be Person 1, even though they were no longer living together and no Person 1 was listed in Step 2.

One instance of joint custody was noticed. The respondent listed the children, but explained that they were living with the other parent at the time.

Census Help Line note at the bottom of Step 2 was too small; easily overlooked. Should be on page 1.

\* The form should specify that we want all people living in Canada to respond; not clear with present form. There was some confusion over usual and temporary residents. Instructions provided were not adequate; should be additional guidelines on what is visiting Canada temporarily, for example, in cases of persons visiting Canada for one year. Not covered by instruction for employment authorization holders, etc. Students sometimes did not complete the questionnaire because of instruction in Step 4 concerning residents of another country.

3. Questions 2 to 8

Respondents often did not check circle for Person 1 in Question 2, but used that column for balance of data. Session participants felt that the circle was not required. Son or daughter

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of Person 1 or Person 2, etc., in the Relationship to Person 1 was good and worked well. Some common-law respondents ignored checking unmarried partner of Person 1. Some respondents and interviewers did not like the term "Unmarried partner ..."; why not just "common-law" partner? Observer asked if there had been any comments on the terms "husband" and "wife", as there had been in the Winnipeg session. There was no problem with these terms in Toronto; i.e. did not prefer "spouse."

See comment under Step 9 about Question 3, Date of Birth.

Asking Questions 5 to 20 for children under 15 was questioned by the interviewers, and particularly by respondents. Especially Question 5, Marital Status and Questions 9 to 11 on Language. Common-law was left blank for children in many cases.

Questions 7 and 8

Redundant; each part of Question 7 asks for the same information. Many respondents missed parts (b) and (c). Respondents did not understand terminology. Respondents did not know how to define long term and no explanation of activity limitations was provided on questionnaire. Did not use not applicable for children too young for school or work.

4. Questions 9 to 11

A number of forms failed edit when respondents did not include babies. It should indicate on the questionnaire what is required, as respondents do not read the Guide.

5. Questions 12 to 20

Question 12

Space was too small for response for those who were born outside Canada.

Question 13

Term "naturalization" was understood; stateless was suggested as another circle.

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Question 14

Skip was missed by respondents. There was a lot of confusion. Many respondents said they were not, although they probably were. Some, particularly recent immigrants, found this a sensitive question.

Question 15

Many respondents missed this question.

Question 16

Some respondents reacted to the term "Jewish" which is felt to be more of a religion. One respondent felt Guyanese should be listed in the examples, felt very strongly that it was not included. Blacks, East Indians and respondents with Hindi names were somewhat sensitive to this question.

Respondents did not want to write in all the information for their children; instead they wrote-in "same as parent".

Note: One interviewer debriefing questionnaire which I read said: "Some people did not know or understand their ethnic or cultural background."

Questions 17, 19 and 20

There were no Aborigines in samples. No problems or comments. (See, however, comment below about grouping.)

Question 18

Blacks objected to this question; most thought it was racist. Interviewers indicated that they had received a number of angry remarks. This was particularly true of middle-class Blacks. One Jamaican reacted very strongly ("jumped on interviewer's case"), felt it was unfair and unequitable that there were a number of answer categories for Asians but only one for Blacks. This respondent felt personally offended and discriminated against. Misreporting problem also: some non-White respondents wanted to report "White." Question 18 appears to be out of order in middle of Aboriginal status questions. Questions 17, 19 and 20 should be grouped together. The note was useful as a reference when problems came up. It was unclear, however, whether it really helped to allay suspicion of discrimination.

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6. Step 9

Respondents missed this instruction entirely, leading to respondent burden, over-reporting problems, etc. Note was in white, blended in with name section and was easily overlooked.

Suggestion: should reference persons born after a certain date. As an example, "for persons born after 197- only," in a different colour. There was a problem with special populations, for example, African, East Indian and Middle East: date of birth and naming date may be different by one year. Naming date age may be used by some respondents.

Note about Reverse Record Check: This comment was made by an interviewer who worked on 1986 and 1991 Censuses: "can not trace these types of respondents by date of birth."

7. Questions 21 and 22

There were no problems with these questions, nor were there any apparent recall problems. A skip should be added for respondents who have not moved.

8. Questions 23 to 25

Questions 23 and 24

There were no comments for these questions.

Question 25

Respondents thought it meant only education obtained here in Canada. Many people felt that the education they received cannot be compared to education in Canada and left question blank. The question should specify all education ever received regardless of the location/place.

Some respondents were embarrassed to report "None," for example, if they had attended public school in the old country. They felt insulted that elementary was reported as "None".

9. Questions 26 and 27

Following are comments primarily from one interviewer.

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Some hostility or sensitivity with Question 26 which is perceived as an invasion of privacy. Question 27, however, posed less of a problem. Interviewer thought that the reasons for asking it should be given right up front at the beginning of the question. Need more information in the question. Often respondents marked "None," or left it blank.

The Guide was not consulted by respondents. Interviewers felt this question was poorly received and poorly answered by respondents. Quality of data is very poor, subjective. There is no consistency within a household over who does what, and there is a different interpretations between husbands and wives.

10. Questions 28 to 45

Question 28

Many respondents did not follow the skip instructions: they reported the number of hours worked and then completed Questions 29 to 33. Other respondents put wrote-in "0" and skipped to Question 34. Respondents liked writing in the actual number of hours worked "last week" as opposed to usual hours worked, in a "typical" week.

Question 31

The interviewers felt the instructions provided were good. People who need work are looking for both full-time and part-time work. This cannot be indicated in the present format.

Question 33

This question was completely missed by some respondents and recall problems were encountered. There was possibly under-reporting: teenagers over 15 who worked in 1992. Children were over-reported on this page generally, because the instruction was missed.

Question 34

There is no adequate space to report multiple jobs - this concerned a number of respondents. This question is asked too late. Teenagers look like lazy bums; does not recognize that they are in school until this age, for example, 16 or 17 years of age. The second part was often left uncompleted. Is this a failed edit or a not known?; it is not clear.

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Question 35

There were no comments for these questions.

Question 36

Problems encountered in this question. The "Other" category was insufficient for all other answer categories. More examples were needed. It is offensive as it now reads because most industries must be coded in "Other."

Questions 37 and 38

There was possibly a problem for multiple jobholders with this question. (Please refer to the next point.)

Question 39

"Mark one circle only," was not appreciated by multiple jobholders who wanted to report more than one answer.

Questions 40 and 41

There were no comments for Questions 40 and 41.

Question 42

Negative reactions, animosity, and reluctance to comply were encountered. Respondents claimed invasion of privacy when interviewers did follow-up. "Why do you want this information?" It created some anger at the door. In some cultures, the wife does not know where her husband works.

Question 43

This question posed no problems for respondents; the data provided should be accurate;

Question 44

Could be a problem with the "underground economy", or for some persons who worked part of the year and were unemployed for the other part (some recall problems perhaps).



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Question 45

There were no problems with this question, including the definition of full-time and part-time work.

General Comments

Older, retired respondents found Questions 28 to 45 confusing and missed skip instructions in Question 33.

11. Question 46

Respondents did not mark "No," and often failed follow-up as a result. In general, this question was poorly answered and not well liked; data reported was of very poor quality. Many respondents wondered why tax return information could not be used. Too much research and work are required on respondents' part to be accurate. People do not do this work (too much estimation, and approximation done to be accurate, or as accurate as wanted). Given the low interest rates earned on savings accounts, some respondents felt asking for dividend and interest income was inappropriate. During telephone follow-ups, some respondents still would not want to say what their income was. They needed prompting by the interviewer who asked for a great number of details, i.e. data from all sources, but in the end the response was not improved. This is why ranges were suggested as it is a very sensitive matter. Seniors are unable to differentiate between income sources.

Suggestion: Ranges would be much better. Could ask for monthly income from each source. Some respondents provided monthly income. Some respondents provided gross income; some net income.

12. Question 47

Some negative reaction, sensitivity were encountered.

C. Respondent Guide

Not many respondents read the Guide. Only the well educated and those used to government forms used it. There were no comments on the quality of instructions provided in the Guide.

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D. Public Reaction

Amongst the uneducated, there was lack of interest or unwillingness to cooperate. Interviewers felt that this was due more to a feeling of intrusion of privacy, rather than anger at the government. Recent immigrants from Eastern European countries, for example, communist countries, were sometimes quite livid about this.

Privacy remains a big concern/worry.

People were concerned with the number of surveys they are expected to complete and the information required.

People wanted to know why and how they got selected.

In 1991, message was "I hate government." In 1993, the message is "I have better things to do with my time."

Special population respondents do not understand the necessity for census information. There is a need for improved explanation, promotion, greater media coverage to ensure cooperation.

Immigrants did not understand the census form and were not familiar with the collection method.

The population needs to be better informed on the importance providing accurate census data. This process should start with children in the schools.

Greater cooperation at the local levels with ethnic and community associations must be received, fostered, etc.

Different language questionnaires have become a must. This is less frightening. Follow-up interviewers with appropriate language skills are also a must.

Although the NCT is not a regular census, in the fact that it is a test, in the 1996 Census, efforts are needed to ensure adequate media coverage and improved promotion. More work with community and ethnic associations at both the local and national levels is a necessity to ensure full cooperation (and avoid non-response or poor response problems).

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E. Field Operations

1. Training

New people said the training was okay. One trainee thought 6 1/2 hours was insufficient and that more practice was needed.

For experienced interviewers, it was felt that the training was generally good; that more experience in the field was needed. There is a need to emphasize the importance of making contact at the door and getting phone number.

Senior interviewers felt that they required more time, that they were rushed because the staff was inexperienced. Staffing was a problem as loss of staff occurred before going to the field. **So had staff who had done census.** There were too many manuals, almost unwieldy. It was too much material to carry and to refer to for instructions. Instructions were not always consistent within the manuals, for example, "Affixing labels": all instructions should be easy to find in one manual which is not the case with the present set-up. Interviewers were saddled with a mass of paper. Also, it was a rush for Drop-off and Edit courses.

The "Edit" steps were not clear. There were instructions missing or they were incomplete in the Edit and Follow-up sections. This was clarified when interviewers attended with Avril Cude. Course helped however.

2. Collection

The plastic bags were too small.

Maps were inferior, not enough details.

Drop-off in apartment buildings was difficult. Interviewers were often not let in. Had to leave questionnaires at the door. Kids messed them up.

Clipboards should be provided. There was too much material to handle, to carry around. Interviewers should have been allowed to affix labels prior to going to the door.

Improvements are needed for the type of dwelling form. Interviewers had to put the type of dwelling at the time of the drop-off since it could not be done before, so it would have been helpful to have known beforehand.

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A lot of vacant units were encountered. It should be covered in the training manuals that it is helpful to contact management in apartment buildings.

Observer asked about the percentage of contact at the time of drop-off. The percentage was 50% at Chinese seniors buildings and about 50% in the Wilson and Keele area.

There is a high number of unrelated people sharing space in low income areas. Each person has his/her own room and does not know his/her neighbours, for example, whether they work or not.

**Edit**

It would have been helpful to have a preprinted list of what requires a follow-up. One interviewer wrote steps/questions on back page, which made it easy to follow step by step.

**Rule of 6**

The "Rule of 6" was very frustrating. It was followed religiously even if it broke the interviewers' hearts, but they did what they were asked. They thought the limits were unclear on the rule. The instruction manual needs to be improved for the 1996 Census. The rule falls down with Question 46 which has several steps. A clarification is required as to when the "Rule of 6" applies: Step circling and not circling, have to clarify if uncircled steps qualify for the rule to be applied, for example, Person 1, postal code, and others. There were too many rules and unclear instructions, and the steps of the rule were not clear.

The VR was better than the last time and was less difficult to handle.

**Telephone Follow-up**

In the majority of cases, interviewers did not leave messages when telephone answering machines were involved, they just called back. For the 1996 Census, practical instructions are needed in the interviewer's manual concerning call blocking and answering machines. There were several complaints from interviewers concerning respondents calling back.

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**Personal Follow-up**

The requirement for three visits was generally sufficient. Some interviewers made many repeat visits. Few questionnaires were received as a result of repeat follow-ups. However, first follow-ups were generally productive. In Chinese seniors buildings, about 50% of the questionnaires were received within three visits. In general, it was felt that if there was no response after three follow-ups, interviewers were not going to get cooperation. Sometimes when you called back, respondents claimed to have mailed back the questionnaire already. Red cards worked well.

There are many vacancies in apartment buildings and a lot of extra effort was required to achieve 80% drop-off. One experienced interviewer said "blitzing" is the best approach for apartment buildings.

**Other NCT Materials**

Materials were okay. One new interviewer who spoke Vietnamese and Chinese was enthusiastic about the cards. He put one on each floor of the apartment building. One interviewer wrote a Toronto telephone number and his name on the small red cards. The letter from Director, Ontario Region was helpful. Some respondents did not remember receiving the letter. In some cases the "confidentiality" message on the front cover of the questionnaire works better than a letter because the letter would get separated. In other cases it is easier to get people to follow along as the interviewer reads the mandatory statement.

**Other Comments**

Interviewers preferred to go around with another person rather than on their own. Safety after dark for female interviewers was raised. One female interviewer never left her telephone number.

A recommendation was made to hire professionals to do the census.

The test was not publicized enough, for example, in the Chinese community.

There is a need for instructions in the training package on how to deal with special populations.

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Role-play during training is helpful.

More information on the Census Help Line is needed in the Guide.

Hire interviewers from ethnic groups for special populations. Language is one main barrier, some respondents can not speak English or French.

Doug Newson asked the interviewers to provide him with a list of the questions which most often required edit.

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**Moderator**

R. Logan, LHSAD

**Observers**

C. Allan, HFSSD  
D. Sewell, Communications Division  
B. Laroche, Demography Division  
D. Newson, Regional Operations (Ontario Region)  
C. Hensley, Regional Operations (Ontario Region)  
A. Cude, Regional Operations (Ontario Region)  
C. Yaffa, Regional Operations (Ontario Region)

**Participants**

K. Janjic, LBTS Interviewer  
L. Purdy, New Interviewer  
S. Waterfield, LFS Interviewer  
N. Bodis, New Interviewer  
P. Wilson, New Interviewer  
J. Kerr, New Interviewer  
M. Olson, LFS Interviewer  
S. Mullen, LFS Interviewer  
J. DesRoches, LFS Interviewer  
G. Sweet, LFS Interviewer  
E. MacKeracher, LFS Interviewer  
L. Brown, Senior Interviewer  
D. MacBride, Senior Interviewer  
S. Gourlay, Senior Interviewer  
G. James, Senior Interviewer

**A. Questionnaire**

**1. Questionnaire Format and Design**

**a. Skip patterns**

1. Most respondents did not follow them.

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2. Respondents do not read any more than they have to and skip instructions are often missed.
3. "Go to ..." instructions were not well understood; possibly, this term should be replaced in the 1996 Census.
4. Skip instructions should be in a different colour: even if they are bolded, they do not stand out well enough from answer category in the text or in other parts of the questions.
5. Step 9 was often missed; because of the colour of the print, respondents kept going for all persons including those less than 15 years of age.
6. Skip instructions in Question 28 proved to be a problem. Also, the "write-in" box and the "None" circle should be reversed so that "None" responses would come first, then the skip instructions, with possibly a "0" beside the "None" circle to more clearly indicate that such persons should go on to the next question. Also, retired respondents should be directed to Question 33.

b. **Instructions Provided to Respondents in Questionnaire - General**

1. The note above Question 34 was not noticed because of the light colour of the print.
2. Question 36 (wording): respondents did not think of government as a general industry category.

c. **Matrix Format of the Questionnaire**

No problems or difficulties for respondents reported.

2. **Questionnaire - Section by Section**

a. **Front Page**

1. Interviewers liked the message from the Chief Statistician. The statement on the mandatory requirement to provide all the information requested is helpful in convincing respondents to complete the questionnaire. It is very persuasive.

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However, most people did not really notice the message themselves.

2. Respondents did not like giving their phone numbers.
- b. Steps 2 to 8
  1. Steps 2 and 3 should be combined together somehow.
  2. Extended population text in Step 2 was not well understood, especially by persons whose mother tongue is other than English or French.
  3. Examples used in Step 3 should include visitors and families on vacation as in the Guide.
  4. Steps 2, 5 and 6, usual and temporary residents: no problems were encountered in differentiating between these: the Guide was really clear on this. Steps 5 and 6: should give examples for persons staying temporarily.
  5. Some respondents filled in Step 2, but became confused and left Steps 3 to 8 blank to complete them by telephone or in personal follow-ups with an interviewer.
  6. Others (many respondents) did not do Steps 3 and 5.
  7. Step 5: some respondents indicated temporary residents in the household and went to fill out whole questionnaire for these persons.
  8. All Steps 2 to 8: each step should require a yes or a no response. The present format makes it difficult to interpret blank questions when checking for follow-up. This could reduce non-response to these steps and ensure more consistent responses to Steps 2 to 8. Also, the format for each step should be the same or very similar.
  9. All steps on pages 2 and 3: there is too much information and too many instructions for respondents to read and follow, especially for seniors.
  10. Much follow-up was required for Steps 2 to 8.

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Questions 2 to 6 - Demography

Question 2

1. Check circle for Person 1 very often left blank. It was completed by interviewer in most cases.
2. Examples provided were adequate. No problems were encountered.
3. There were no objections to term "unmarried partner."
4. Did not encounter any apparent same-sex relationships.

Question 3

Some people born in the Middle East did not know the year or date of birth because their calendar is so different.

Question 4

One comment was received from a female respondent about the use of the term sex rather than gender.

Questions 5 and 6

1. Some people objected to having to respond to Questions 5 and 6 on behalf of children persons under 15 years; they claimed that the response was obvious.
2. Many respondents who reported they were legally married in Question 5 left Question 6 blank.

For Question 5 it was suggested that:

- if marked "Legally married (and not separated)," there should be a skip past Question 6;
- should be a skip for kids under 15.

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3. In general also, respondents tended to skip Question 6, especially if any response was checked in Question 5.
4. Some elderly people reacted to Question 6; they were indignant to the issue of living in a common-law or other types of relationships.

**Questions 7 and 8 - Activity Limitations**

**Question 7**

1. Part 7(b) of this question was often left blank if the respondent was retired.
2. Respondents did not always answer parts (a), (b) and (c).
3. Interviewers had to rephrase the question sometimes.

**Question 8**

This question was well understood.

**Questions 9 to 11 - Language**

**Question 9**

Respondents did not like to respond to this question on behalf of babies and left it blank; they commented that "babies do not speak yet".

**Question 10**

For people living alone, this question presents a problem.

**Question 11**

1. This question on "first learned language" should have come first in the sequence of questions on language.
2. There is a great variety of what people learned first.

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Questions 12 to 20 - Socio-cultural Information

Questions 12 to 15

1. Interviewers recommended that respondents reporting place of birth in Canada in Question 12 should be asked to skip to Question 14 or 16.
2. Many respondents left Questions 13, on "citizenship," and Questions 14 and/or 15, on "landed immigration status" and "Year of immigration," blank if they had reported being born in Canada in Question 12.
3. The note in Question 14 was sufficient for some interviewers; however, most said the definitions or rules governing landed immigration status were not well understood by respondents, or, in some cases, by the interviewers.
4. In Question 15 some respondents may have put the year they became citizens, rather than the year of landed immigration. Interviewers noticed this during follow-up.
5. In Question 15 many answers were just estimates.
6. In Questions 14 and 15 maybe the term "landed immigrant" should be in bold.

Question 16

1. This question was difficult for respondents.
2. Most respondents put Canadian.
3. No problems encountered with respondents over examples.
4. This was a sensitive question for some respondents: one couple (Arab and Serbian) asked in the comments section at the back of the questionnaire: "Why do you need to know this, we are Canadian citizens?"

Questions 17, 19 and 20

1. The three questions should be grouped together.

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2. Some people resented all these questions on 1 page, including Question 18. One interviewer commented: "That page is bad."
3. Some respondents understood that if they checked the "No" circle in Question 17, they did not have to answer Questions 18 and 19. Other respondents answered Questions 17 and 18, and not Questions 19 and 20.

**Question 18**

1. It was difficult for interviewers to ask this question on the telephone during follow-up, especially, asking if person the respondent was "White."
2. One respondent asked, "Why is not "Caucasian" there instead of "White?" Another interviewer had a write-in of "Caucasian" in the "Other" write-in box.
3. There was apparently no misreporting of "White" by non-Whites.
4. Although respondents found this to be a sensitive question and objected to it, they answered the question.
5. One respondent from Iran who said he was not Arab/West Asian, that he was Moslem, put he was Iranian.

**Step 9 - Skip Instruction for Persons Less than 15 Years**

Many respondents missed this instruction entirely.

**Questions 21 and 22 - Mobility**

There were no particular problems encountered with these questions, except that some respondents did not understand why we were asking where they lived 5 years ago in Question 22. Although they asked why, they still answered the question.

**Questions 23 to 25 - Education**

**Question 23**

The skip instruction in Question 23 was missed.

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**Question 24**

There were no comments on Question 24.

**Question 25**

1. Many who had university did not check the other categories, which would apply below university, although these should have been reported. Others also only marked the highest level of education attained.
2. It was recommended that the instruction regarding persons under 15 (Step 9) should be repeated.
3. Some retired respondents mentioned they had not been to school, so it was not relevant and they left the question blank.
4. Some respondents educated outside Canada had difficulty determining the equivalency to Canadian levels of education. Some checked the "None" circle, because they had been educated outside Canada. The term "or equivalent" should have been used in more choices of the response and additional instructions in the question or in the Guide.
5. Some respondents were confused about choices 03 and 04 in this question until they read the explanation in the Guide, which was very clear on the difference.

**Questions 26 and 27 - Household and Volunteer Activities**

**General**

1. If instructions were not on the form with a particular question, respondents did not consult the Guide. They just read what was on the form. This point also applies to other questions, or the questionnaire in general.
2. There was some positive reaction to these two questions from women. However, one interviewer thought that STC should drop page 16; and the group thought that there were more complaints from respondents on this question than on the Income question.



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3. The ranges provided in the question helped respondents. However, interviewers felt that most respondents did not know how to correctly answer Questions 26 and 27, and likely did not correctly answer the questions.

**Question 26**

1. Question 27 was most difficult for respondents who said: "I do not keep track."
2. Seniors said they did housework all day.
3. Respondents with children said that they spent all their time looking after the children.
4. Respondents said that it was too time-consuming to calculate hours accurately. When interviewers followed up, however, they were able to provide a breakdown of the hours spent on each part from (a) to (d).
5. Question 26 (c) was confusing: interviewers always had to read the examples to respondents to help interpret the question.
6. Working women would check "60 hours" or more in parts (a) or (b).
7. According to women, most men did less than 5 hours in part (a). If males reported, however, they did equal amounts as that reported by females.
8. Data provided in Question 26 will probably be the least accurate of all data provided to all questions.

**Question 27**

1. This question made some respondents uncomfortable. They felt guilty if they had not done any.
2. One interviewer thought there may be some under-reporting, because many respondents reported "None."

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Questions 28 to 45 - Labour Market Activities

Questions 28 to 33

1. Many respondents put a number of hours in Question 28 and did not skip to Question 34.
2. The skip instruction in Question 28 needs to stand out more so that respondents may notice it.
3. Many respondents reported information for persons less than 15 years.
4. The distinction between unpaid activities, in Questions 26 and 27, and paid activities, in Questions 28 to 33, was not a problem. "Working for pay or in self-employment" was not a problem.
5. Question 28 should contain a retired category.
6. Question 33 should be moved up and asked before Question 29. Retired respondents and others who had last worked before January 1, 1992 could then skip to the Income question.
7. Many missed the skip instructions in Question 33 and provided answers to Questions 34 to 44, or over-reported.

Other respondents might not have understood the skip instruction in Question 33. They might not have understood what was meant by, "Go to ...".

Question 34

1. Some persons who checked "in 1992" in Question 33, skipped Question 34, rather than complete it as instructed because they had not been working for some time, etc.
2. Some respondents felt this question was an invasion of privacy: "Why does STC need to know where I work?"

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**Question 35**

1. The examples in this question were acceptable.
2. Some respondents skipped this question if they reported the name of a firm in Question 34.

**Question 36**

1. This question caused a problem. There was no place for service industries, other than "Other" or "Wholesale trade" and "Retail trade." There were three answer categories for governments.
2. Some respondents do not think of government as a business.
3. Some respondents were confused as to whether their employer was the government, for example, those working in hospitals or in teaching.

**Questions 37 and 38**

1. These two questions should be simplified. Examples might be removed entirely, or at least reduced significantly.
2. Examples given were mostly for professional positions. There was not enough of a "mix." More simple examples would be better. Also, often, the examples were not read. The level of language used was too high.
3. It was a good idea to make the examples in Questions 38 and 39 related to each other to help respondents.
4. Question 38 was skipped a lot. People thought it was a repeat of Question 37. Respondents would often just put arrows from Questions 37 to 38.

**Questions 39 and 40**

1. These questions generally presented no difficulties for respondents.

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2. Some people missed the skip instruction in Question 39, however. Upon turning to the next page, respondents just assumed they were supposed to start at the top of the page.

**Question 41**

No problems generally, for responses provided, data accuracy, etc.; however, some respondents wanted to know why this question was asked; it was termed as being "silly."

**Question 42**

1. People did not understand why STC needed this information
2. A majority of people did not know the street number or the postal code of their place of employment.

**Question 43**

Some respondents provided multiple responses.

**Question 44**

Many respondents excluded weeks of paid holidays, contrary to the instructions provided.

**Question 45**

Generally no problems were reported by respondents, but some respondents with no employment income in 1992, or weeks worked in 1992 in Question 44, reported that they had worked full-time in 1992 in Question 45.

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**Question 46 - Income in 1992**

**General**

Very few people completed this question. In many instances, it had to be completed through follow-up. It is a very sensitive question. There was confusion between gross and net income in income reported. Income ranges were recommended (preferred).

**Other Comments**

1. Some respondents completed the whole questionnaire, then refused to complete Question 46.
2. Some respondents checked "Yes" for an income source, but did not put in the amount.
3. Some respondents wrote-in only: "Ask Income Tax."
4. Some respondents were annoyed if you called back to ask them about categories left blank in Question 46, for example, if that meant no income, or loss for that income category.
5. Some interviewers wondered if amounts reported were for monthly income, as they seemed very low. Respondents were possibly reporting income after deductions, i.e. net income vs. gross income or possibly net monthly income.
6. The reasons why this question is on the questionnaire is necessary, like that provided in the Guide, because many respondents asked what was the purpose of this question.
7. One lady told an interviewer that she had called the CHL and found it very helpful for Question 46.
8. Some respondents just saw "Income" and did not read the rest of the question. Others wrote a whole page of comments on the back cover.
9. For Question 46 (e) many elderly people thought everyone gets the same and the

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government knows how much they got. Therefore, they would just check "Yes" for Question 46 (e).

10. Many elderly respondents said they did not know income amounts because the income was directly deposited into the bank.
11. For Question 46 (e) and (f) some people thought they should report money paid by them into CPP and UI, i.e. deductions, rather than income received.
12. In Question 46 (h) some respondents saw the word "dividends" but did not see the word "interest" and, therefore, underreported interest income.

**Questions 47 and 48 - Housing**

There were no problems with these two questions and no comments from interviewers.

**B. National Census Test Guide**

**1. Did respondents or interviewers use it?**

1. Generally respondents did not consult the Guide, but any who did often found it helpful.
2. In telephone follow-ups, many respondents said they had not used the Guide.
3. Interviewers "glanced at it" as required.
4. It is not a good idea to get rid of the Guide, so people would not use the Census Help Line. Some people would not use the CHL because they have had a bad experience phoning government previously (for example, Revenue Canada).
5. Possibly adding two or three pages of brief instructions at the end of the questionnaire, instead of a guide, was suggested.

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**2. Were the Instructions Adequate?**

1. The information provided in the Guide for Question 36 on industry categories was not more specific than in the questionnaire; "a little bit but not enough."
2. The instructions and reasons for asking the income question in the Guide were inadequate. More information is needed.
3. Generally, explanations were good from a methodological point of view but they were not motivational. Try to make the questions more relevant to people's lives, i.e. more on how they will benefit, because many say this is none of the government's business.
4. People needed to receive a guide in their own language.

**C. Public Reactions**

**General**

1. Interviewers heard comments like "Why me?", "No one else is doing this.", "Take me off your list please.", "Why always a long form?"
2. Some persons who had been in the LFS rotation groups previously objected to being included again in the NCT sample. They felt that if they had been helpful before, they were again asked to participate.

**Specific Questions Not Well Liked**

Questions 26 and 46 were the liked the least by respondents.

**Reasons Given by Respondents for Non-response**

- The form is too long;
- I am too busy;
- it is an invasion of privacy;
- respondents were concerned over returning forms in the mail regarding the confidentiality of responses issue;
- respondents also asked: "How confidential is this?" when the interviewers called back to say they had not received the form.

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Other Comments from Interviewers

- If more time had been spent at the time of the drop-off, there would have been better response and it would have helped in the follow-up, i.e. personal contact with respondents, more time to obtain the telephone number;
- more media coverage would be helpful;
- could have sent a letter ahead of time;
- in rural areas, if no postbox obvious, there was no contact; no names, etc. for follow-up; also, many listings were not updated;
- in rural areas, some persons used "911" addresses.

D. Field Operations

1. Training

New Interviewers

1. Training was just fine, but knowing there was a senior interviewer was helpful. So many manuals and not knowing where to find answers was difficult. Colour coding would help.
2. Role-playing was helpful.
3. Home study program was good.
4. Training adequate. However, not enough time was spent on drop-off training. It would have been advantageous to know that it is helpful to get as much information as you can at the time of drop-off.
5. The training should be broken into more "user-friendly" units.
6. Problem with two dwellings on a property; couple of examples like that only in training package.
7. Maps in rural areas did not help, did not tell interviewers where the roads were and had not been updated. One interviewer had mother who was a LFS interviewer help her. Another interviewer had her husband help her. House colours had changed, but not maps.



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There were many comments from interviewers on the poor quality of the maps for rural areas.

**Census Interviewers**

1. Not enough time was spent on explaining rural listings, especially maps with no plotting.
2. Manuals were confusing, poorly done. This was not a problem in the 1991 Census, for example, foreign residents not being covered until edit, should have been covered in drop-off. Did not like skips in the manuals to other pages.
3. Had to spend more time than allotted on home study.

**LFS Interviewers**

1. Not enough time devoted to drop-off and edit during training.
2. Rural maps were very bad. Township offices were a big help, but not everybody knew they should use them. No instructions were given to use them.
3. A lot was expected of interviewers for the amount of time allocated to training.
4. Maps were "dreadful," they "should be burned."
5. Practical field "tricks" were not in the manuals or covered in training.

**2. Collection**

**a. Drop-off**

- Plastic envelopes were too small;
- it was difficult to get labels on questionnaire during drop-off; it would have been easier if it could have been done before;
- high security buildings could not be accessed; mailing the forms were the solution;
- issues with high security buildings;
- room number is not the same as the code;

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- an interviewer could call the superintendent who would give the envelope to the respondent or try to go in when somebody else did;
- if there was a security guard, interviewer would not get in and they would not take questionnaires;
- awkward to follow procedures as written;
- daylight was a problem; if there had been more daylight time in the evenings, more contacts would have been made; respondents did not like interviewers coming after dusk;
- plastic bags were too small and there were no logos; they were taken for junk mail.

**b. Edit**

- Was easier than in the 1991 Census, because of partials, no mandatory;
- for LFS and census interviewers the "Rule of 6" was easy to keep in mind;
- dwelling codes were confusing; reverse of those in the LFS;
- dwelling card was handy; but should have had a seasonal code;
- no one went down the page, one person at a time; completed questions one at a time for all persons (went across the page) instead;
- Questions 47 and 48 should have come before Question 46.

**c. Telephone Follow-up**

- Tried more than four times to reach respondents;
- interviewers wanted to be able to call two days after drop-off;
- maximum number of messages to leave was unclear, i.e. what constitutes harassment?; this was not covered in training;
- a voice mail line was used somewhat by interviewers;
- red cards were difficult to use in the rural areas;
- some of the red cards were returned with questionnaires, i.e. worked in making contact; the colour red was effective;
- respondents with telephone answering machines screen calls;
- some respondents returned calls, but did not identify themselves initially;
- no problems were encountered with "call blocking" by respondents who could identify interviewer's telephone number.

**d. Personal Follow-up**

- Needed more than three attempts to contact in some cases;
- in rural areas, first follow-up attempt was more successful;

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- some respondents asked to see a badge, although LFS badge was shown;
- suggestion for rural procedures: attempt to get respondent's name and telephone number at drop-off, because it is easier when phoning back.

**e. Other NCT Material**

- Daily report was "a pain" to complete; it might have been easier to complete if it was covered in the training;
- passed/failed edit information should be on a separate form;
- control sheets were difficult to work with, particularly for new people and especially regarding numbers vs. addresses.

**E. Other**

D. Newson, thanked the interviewers for their efforts in achieving much improved final response rates.

D. Newson asked the interviewers to write down the five most difficult questions and give them to him or to C. Hensley. He suggested they note the ones that had to be followed up the most, the ones most difficult to answer for respondents, and the ones most difficult to edit.



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**Special Population Sample - Aboriginal**



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**Special Population Sample - Aboriginal**

Following a brief introduction by Rhéal Cormier, Jean-Pierre Morin explained the purpose of the session and congratulated the participants for their efforts, given that the Prairie regional office was one of the best regions in the country in terms of response rates. He began the debriefing by going around the table and asking each participant to introduce herself/himself, state the area they covered and one most important observation.

Jean-Pierre Morin	Moderator - STC
Wally Boxhill	Observer - TBS
Rosalinda Costa	Observer (note taker) - STC
Rhéal Cormier	Regional office PM Project supervisor - all Prairie regions. First time he participated in a NCT. Enjoyed the challenge. Knows that at times he was not too popular with seniors/interviewers. Came in under budget (Prairie RO the only region to do so). Congratulated those present on the great job they did. Knows that interviewers are important.
Margaret Heiderich	Senior - supervised 14 interviewers. Her main problem was that, people were taken aback by the NCT questionnaire because this was not a census year. She felt that an introductory letter with the NCT form would have resolved this problem. Felt that, all and all, it worked well.
Marilyn Lamoureux	Had past experience as an APS interviewer. Garden City area. Had only one Aboriginal household.
Katherine Stein	Covered Winnipeg from "tip to top." Would have liked more time to prepare. Got good reception once she got past the introduction. Once past the introduction people were less likely to refuse.
Vera Tokar	Got 100% completion. Enjoyed doing the survey. Was glad that there was no advance notice.
Richard Harper	First time interviewer. Maples area. Found that people could not find the "Go to" statements and tended to skip them.

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Bonnie Warszycki	Mostly a Métis area, somewhat dangerous neighbourhood. Most forms were not returned. A combination of telephone and personal interviews. People were not interested and threw out the forms.
Connie LeBlanc	Covered about 3/4 of the city. Targeted the Métis. One concentrated area had a problem, people chose not to respond. Found that it would have been effective to send an introductory letter (like with FAMEX) before hand, saying that someone will be coming for the NCT.
Kirsten Shoomski	Maples area. Found the time of year bad ... too cold.
Deborah Tanner	Garden City. Most people she contacted sent in forms. Mostly retired people (Polish, Ukrainian) a few did not speak English.
Diane Cook	Garden City. Good response. Mostly retired people (Portuguese, Filipino, Jewish). Disgusted with the government, felt that the test was an intrusion. Negative response to the income part.

**Jean-Pierre:** "Did they find the fact that this is a test and not the real census to be an issue?"

-Overall not an issue. As far as they were concerned this was a regular census. Most did not read the material.

- A few people were saying "not the long form, again. I always get one of these."
- Margaret asked Jean-Pierre if the NCT was mandatory or not. Jean-Pierre: "Yes, it is mandatory." She knew of one respondent who telephoned the Census Hot Line and was told that the test was not mandatory, as well as being told "do not answer the question, do not give information over the telephone to someone you do not know."
- Few people questioned "if I do not do this, will I go to jail?"
- (Connie) felt that the better educated understood better that this was a test and were glad to participate. Others were saying "go ask the income tax people, or welfare partment about me."



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- Immigrants born abroad did not always have needed information available (i.e. year they became landed immigrants), some could not locate the proper forms with the required information.
- A suggestion was made to use income brackets rather than ask for exact income, the latter intimidates everyone. A feeling of Big Brother is watching, wanting to know too much.
- As a general comment, respondents should be instructed right on the questionnaire (not in the Guide, because not many people use it) to fill the circles with an "x" or a check mark.

Cover Page

- STEP 1 should be at the top of the page, instead of at the bottom.
- All interviewers, but one, found that the respondents did not read the message. At the door most people were turning the page right away, not taking the time to read the message.
- CONFIDENTIALITY... many respondents were asking interviewers "if you are really, truly government employees, why are you calling from home and/or why are you calling on a Saturday or Sunday?" Going to the door and being able to show their ID, was more effective than trying to convince someone over the telephone.
- WHO TO INCLUDE... (Diane) had a case of a mother who had just left for a nursing home, and another case of a daughter away at school. In one case the problem was mentioned over the telephone, after she called back to verify, and in the other case the respondent entered the information in STEP 3.
- (Bonnie) had a case of a lady living common-law who had the husband's two children visiting... should she include them or not? She included them but was told later that she should not. She probably had not read the fine print about whom to include and whom to leave out.
- (Deborah) had a case of foster children. Put them in STEP 3.
- (Marilyn) found that STEPS were not too clear. Order should be different. Would like consistency with "yes," "no."

Found STEP 4 too wordy to be done over the telephone.

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- (Richard?) reported that in one case a US resident in Canada as a student (who had a lease and a phone) had written name in STEP 2.
- Order of STEPS could be improved. Maybe STEP 4 could be before STEP 2, or this information could be put on the front page... "this questionnaire only pertains to...."

Questions

General comment: interviewers did not find any confusion in the use of the columns.

Q. 2 - Person 1 circle was most often left blank.

- "Husband or wife of Person 1" could be replaced with something more generic like "spouse of Person 1."
- In some cases respondents put "child of person 1" in the column for Person 2 and "spouse of person 1" in the "Person 3" column and then would be missing the circle for "Husband or wife of Person 1."

Marital Status

Q. 5 and 6

- People with small children found common-law offensive.
- Some elderly people were also shocked or considered the common-law question offensive. They did know what it meant but had more of a reaction of shock.
- Those who were legally married would not answer Q. 6.
- (Diane) suggested putting Q. 6 in as part of Q. 5.
- Is there a time limit for being in a common-law relationship? (i.e. is there a minimum time that the couple must have been together?)
- In some cases "room-mate" is used in Q. 2, if Q. 6 is not answered.

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- In other cases someone who indicated "divorced" in Q. 5 and did not answer Q. 6, with probing would use room-mate in Q. 2.
- In one instance a non-heterosexual couple "chickened out" in truly answering. They did not complain about the questions but they did not indicate that they were common-law, instead checked out "room-mate."
- Both the elderly and the youth found Q. 6 offensive.
- Common-law as part of the marital status question could be seen as less offensive.
- Some people who responded "single" in Q. 5 would "clam-up" when the interviewers phoned back to probe further using the choices given in the questionnaire. According to the interviewers most were single but living with someone else, but did not want to admit to be living with someone else. When asked Q. 6 by the interviewer would answer "yes."

Activity Limitations

Q. 7 and 8

- How serious does a limitation have to be? For example, do people with a speech impediment include themselves?
- A matter of how respondents perceive themselves... in one case a young fellow who had great difficulty with his speech considered himself able and marked "no."
- in another case a senior citizen who had a stroke and also had cerebral palsy and who could not write (his granddaughter prepares his food, etc.) returned the questionnaire incomplete but answered "no" to the disability questions.
- respondents did not understand the codes. What is limited? Someone asked "I can not play hockey because of my age, am I limited?"
- In cases where Person 1 fills the questionnaire for everyone in the household, he or she could answer "no" for someone else, when that person if he/she were answering for themselves could possibly answer "yes".
- Some diabetics asked if the question applied to them.

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- Many respondents could not see the difference between a long-term physical condition (Q. 7) and long-term disability (Q. 8).
- Suggestion: Reverse the order of Q. 7 and Q. 8. Downgrade the type of information asked.
- Add the word "normal" to activity.
- Q. 7 could use work not very clear.
- (Margaret) mentioned that Q. 7 and Q. 8 are used to pre-identify the sample population for HALS.

Language

Q. 9, 10 and 11

- For the "Other" category some people reported "baby talk," "too young to talk" and "gibberish." Some interviewers probed further by asking "what language will you teach your child first?" One interviewer consulted the Guide for the answer.
- Suggestion: Change the order of Q. 9, 10 and 11 by asking Q. 11 first.
- In some cases when Aboriginal languages were reported, the interviewer did not know how to spell the language name. If the respondent could not help with the spelling, then the interviewer spelled it phonetically.

Socio-cultural Information

Q. 12 - No problem.

- Q. 13 - No way to express dual citizenship. Respondent did not know what to do and wrote in "dual citizen" in the box. (Did not read the note). The circle and box combination do not allow for the reporting of dual citizenship from two countries other than Canada.
- Jean-Pierre inquired if there was any resentment shown? The response was "no" from all interviewers.

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Q. 14 - Can answer "Yes" and "No". Respondents do not consult the Guide for clarification.

- Respondents did not really read the fine print but seemed to know what "landed immigrant status" meant. Specially the better educated.
- (Diane) reported that she had a case of a lady whose husband was British, but not a landed immigrant (he has some other type of special immigration status because he is a British subject).

Q. 15 - Year the person became a landed immigrant is not always clear to the respondents. Is it the year they actually came to Canada? The year they got landed status?

- Some respondents could not remember the date. While others wanted to report two dates: the year they came to Canada and the year they obtained citizenship.
- (Rhéal) New Canadians on the brink of obtaining landed immigrant status (are not yet but know that they will soon have landed status) were instructed to answer "Yes."

Q. 16, 17 and 18

- "What do you mean by ethnic or cultural group?" The problem was clarified when interviewers said "to what nationality did your ancestors belong?"
- A few respondents answered "Canadian". (Marilyn) because "Canadian" is given as an example, she accepted without further probing.
- (Katherine) Canadians by birth and educated had an attitude about being Canadian. "What does it matter where the ancestors came from?" Probing by the interviewers stating the importance of knowing where people came from. Some stuck to being "Canadian" while some did provide another ancestry.
- In one case the respondent was rhyming off a list of ethnic groups and there was not enough room in the boxes to report them all properly.
- (Connie) One group of Jamaicans who are not Black but of East Indian ancestry started by answering "Jamaican" in Q. 16 and "East Indian and Southeast Asian" in Q. 18.
- (Bonnie) had one case where "Jamaican" was written-in for Q. 16, as well as for Q. 18.

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- In about 4 or 5 cases respondents were Jewish from Poland or Ukraine who saw "Jewish" more as a religion rather than an ethnic group. They would write-in "Polish Jewish" or "Ukrainian Jewish" in Q. 16.
  - Some Aboriginal respondents would write-in "Aboriginal" instead of a specific Aboriginal group. Just as some other respondents would write-in "Canadian." "Aboriginal" is the term of choice at present. Some others would write-in "Cree" or "Saulteaux." Still other would give multiple origins "Métis, Scottish and Indian."
  - In some cases when an interviewer probed over the phone she explained the question and only as a last resort did she read the list of examples for Q. 16. The Métis respondents would answer "Aboriginal" quite naturally without lots of probing.
- Q. 17 - (Diane who is Saulteaux) stated that she personally would say only "Aboriginal" and that in Q. 17 there is no place for her to give such an answer. However, she also stated that she had no respondents who reacted in that manner.
- (Bonnie) did have respondents who are Saulteaux and who would have liked to answer "Saulteaux" in Q. 17, but given choices available in the question ended up answering "North American Indian."
  - (Richard) stated that some Aboriginal people were offended by the term "Eskimo" or "Indian." They prefer "Aboriginal" or "Métis."
  - Q. 17 does not allow the Métis to write-in multiple ancestry because they skip Question 18.
  - Some respondents who were answering the questionnaires themselves would answer Q. 17 and Q. 18. They would purposely not follow the skip pattern and answer Q. 18. It is not clear in the questionnaire that the information from Q. 17 is also used to support equal opportunity programs. Perhaps Q. 17 should be accompanied by a note similar to that used in Q. 18.
  - Jean-Pierre inquired whether there were any cases where the respondents answered "Aboriginal" in Q. 16 and "No" to Q. 17. There were no such cases. There appeared to be no contradiction between the information provided in Q. 16 and Q. 17.
  - Jean-Pierre further asked if there had been any comments about the note to Q. 18?

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One respondent commented "the only thing wrong with this country is that we are not all Canadians." Some White respondents felt that they were excluded from the "visible minority" list. They were more curious than angry about it.

- In one case, a respondent replied that he had just done a Métis survey and refused to do another one. In another case, the person responded "every time I fill out a form someone cuts my pay". He did not want to be bothered with the forms. In some cases, interviewers tried to get the women in the household to answer the questionnaire, because the men were more likely to refuse - not just these questions but the overall questionnaire.

Q. 19 - Jean-Pierre asked if there was any negative reaction to this question. Some elderly answered "I wish." Natives and the Métis would say "we already did this." Interviewers suggest putting Q. 19 and Q. 20 together with Q. 16 and Q. 17.

Q. 20 - The Métis Federation does not fit into this question at all. They answer "No" to Q. 20, but add that they are members of the Métis Federation.

Step 9

- This step was ignored most of the time. It may be better to place it at the bottom of page 11 instead of at the top of page 12. Another option could be to put it in a dark box.
- Instead of stating "Answer Questions 21 to 46 for each person aged 15 and over" it could make reference to a date of birth. For example, "Questions 21 to 46 are to be answered for persons born before November 8, 1979".

Mobility

Q. 21 and 22 - No problems.

Education

Q. 23, 24 and 25

- There was some difficulty with Q. 25 for those people who had obtained their degree(s) outside Canada. It was not always easy to establish the equivalency to those degrees mentioned in Q. 25. This was especially true for those respondents with below college level education.

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- Some people do not have a degree or certificate but have attended secondary school. There is no place in Q. 25 for them to answer. Some checked off "None" as well as other choices. Questions instructs them to mark as many as apply.
- The elderly felt hurt/embarrassed by having to say "None." They may have completed grade 5 and not gone any further in their studies. It could be less embarrassing for these people to respond to a category "No certificate or diploma" instead of "None." The "None" category makes them feel that they can not report on the studies that they did accomplish. It is as if they are reporting that they had no schooling at all.

Household, Volunteer and Labour Market Activities

Q. 26 to 45

- Q. 26 - Respondents had difficulty estimating the different times for the specific week before the test. Instead most reported the times spent for the various activities for a **normal or typical** week.
- Some respondents commented that asking for a specific week was not necessarily correct because something extraordinary could have happened to them during that period of time, which is not representative of their regular activities (i.e. they could have been ill, away attending a wedding, vacationing).
  - A common response was "why do you need to know this?", "This is not anybody's business." When the interviewers would explain why the information is being collected, some would provide a bit more information.
  - (Marilyn) explained that the government could perhaps use this information to recognize the value of unpaid work in the GNP and got some people to provide some more information than they had originally volunteered.
  - Most people living in the more difficult areas surveyed had a tendency to answer "no" all over, and found Q. 26 very tedious.
  - It may be helpful to have a note at the beginning of Q. 26 instructing respondents to answer each section of the question.



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- Q. 27 - In some cases people apologized when they answered "no" to Q. 27.
- There was no positive reaction to either Q. 26 or Q. 27.
- Q. 28 - The "OR" statement seems to apply to the instruction that precedes it. Many people were missing the skipping pattern. It may be better to change the order around and have the "None" come first.
- Retirees and students felt that this question (as well as other labour questions) did not apply to them. They were answering "no" to most. It may be better to add a skip pattern for these two groups.
- Q. 31 - Some respondents who were desperate to find employment were checking both "Yes" circles.
- Q. 34 - The second part of the question was a problem for most respondents. They did not know what to answer or if it was relevant. For example, someone working at McDonald's or at a corner store could not say what section.
- Q. 36 - Some respondents did not like the choices provided. For example, farmers, fishermen and the self-employed did not know what to answer.
- Q. 37 and 38
- Many people thought that Q. 38 was a repeat of Q. 37 and would write-in "ditto" in Q. 38.
  - Suggestion: Combining the two questions and making Q. 38 a subsection of Q. 37.
- Q. 40 - Everyone answered this question, including those who should have skipped it.
- Q. 41 - No problems.
- Q. 42 - Most would forget to check the circle for number 4, even though they would provide an address.
- The great majority do not know the postal code of their place of employment.
  - The hostility level started to rise with this question.

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- Some respondents were sarcastically commenting that they were amazed that we were not asking for the telephone number, as well. Most people were not reading the explanation provided in the Guide.
- Q. 43 - People who use two different methods of transportation (i.e. get a ride in the morning and take the bus in the afternoon) have difficulty answering using the categories available.
- Those who use different methods of transportation at different times of the year (i.e. bus in the winter and car in the summer) also have difficulty with the question.
- Q. 44 - For some respondents, it was confusing to refer back to 1992. They had just finished answering several questions about 1993 and now had to refer to 1992.
- Multiple job holders had difficulty estimating the number of weeks worked. In some cases, they would provide their best guess (i.e. 10 weeks).
- New immigrants had a problem reporting the number of weeks worked in 1992, because they did not know if they should report the time that they worked prior to arriving in Canada.
- Q. 45 - A negative comment regarding this question. "Since when is 30 hours deemed to be part-time."

Income

- Q. 46 - Most people felt threatened and intimidated by this question and would even admit that they had thrown out forms because of this question.
- Most respondents stated that "they had just given the information to Revenue Canada, and could not we just get from them?"
- (Diane) in one household when she made the initial contact and the wife answered the phone, the husband was heard in the background saying "I would not give any income information."
- The terminology is not always clear. They are not sure what income types to include for some of the subsections.

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- Question asks far too much detail, in some cases respondents answer a few sections and skip the rest.
- Those not working answered "No" very often. Interviewer would ask for the best estimate of a total income.
- Suggestion: Ask for the 1992 total income first. Do not ask for exact income but instead use ranges.
- In some cases respondents were deliberately misleading by saying "No." If they provided an amount, the interviewers accepted it without questioning it.
- The elderly have little knowledge of their income. Very often their children do their income tax and keep the records, as well as bank statements. They have less difficulty reporting the amount they get per month than per year.

Dwellings

Q. 47 and 48 - No problems.

Q. 49 - No problems.

**Step 10**

- Most people answered Step 10. Especially those interviews that were conducted over the telephone. In Section F most mentioned Question 46. Many answered "Yes" to Section B.

Questionnaire and Guide: Comments

- (Bonnie) When dealing with people on social assistance, who do not work and who would end up answering "no" to a vast number of questions, she would rephrase the questions in a negative manner in order to allow the respondents to answer "yes." But she would record the answer as being negative to the question as it asked on the form. This, she felt allowed the respondents a bit more dignity.
- (Diane) Some people told her that they read the Guide, mostly well to do people.
- The higher the education level the more patience the respondents have with questions, their complexity, and had more tendency to use the Guide.

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- One interviewer mentioned the importance of getting the information by relating it to the establishment of the number of seats in Parliament.
- Personalize the questions. Change from "Does this person ... ?" to "Do you ... ?" or "Does he or she ... ?" This may add to their perception that we value their information.
- (Connie) liked the Guide. Most interviewers used it. The "How do I benefit?" note on page 5 of the Guide was very effective.
- Jean-Pierre asked interviewers how they felt about doing the Census without a Guide for the respondents, using the Guide only for the interviewers?

Their general response was to "Go for it, but have a Census Help Line available."

- Suggestion: For 1996, use front line information to let people know that the census is coming and make the Census Help Line available. However, Marilyn did point out that the Census Help Line is not helpful to those without telephones (apparently it is surprising to see how many people do not have telephones).
- (Marilyn) asked Jean-Pierre if when selecting the sample there had been any deliberate attempt to select refusals from the last census?

According to Jean-Pierre, this had not been checked into. People who had refused to do the 1991 Census felt harassed when contacted for this test.

- "How do you make the census form look less like "junk mail?"

Interviewers felt that some respondents were discarding the forms because they believe it was part of the "junk mail" they routinely receive.

Collection

Training

- Adequate for those who had done interviewing in the past.

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- (Richard) who had not done any interviewing before, found that a lot of the information made available in the training was not valuable in the field. They covered too many exceptions which they did not come across in the field.
- To improve the training, the interviewers suggested spending more time, especially for those without prior experience. Perhaps these people could be given additional training time.
- Two hours for the home study is not enough. Extra time spent in the home study can make the training more like a practice session. Allow people to become more and more comfortable with their material, before "hitting the streets."

**Drop-off Procedures**

- (Marilyn) The drop-off is not effective, if there is no one home. It is far more efficient if the respondents can see the interviewers' credentials, in person. It is better to give the package by hand.
- It would be good to preface the first visit with a letter stating that the interviewers will be by at a later date with the census forms.
- (Kirsten) found that Sunday was a bad drop-off day. Rhéal stated that in other areas it had proved to be the best drop-off day.
- It was felt that it was a waste to have to leave two complete packages (English and French). Wondered if there could not be an efficient way of leaving only one package, in the required language. However, complaints voiced did not result in refusals.
- Timing of the test was not the best because of the recent federal election.

**Edits**

- (Marilyn) When there were numerous persons in the household, it was easy for a questionnaire to fall the edits because one or more persons did not know the postal code of their place of employment.
- (Marilyn) Manual edits were confusing. In some steps they were instructed to "mark for follow-up and do not circle" while in other steps the instruction was to "mark for follow-up and circle."

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Rule of 6

- "What 6?" Six steps, postal codes, babies???
- Need to define reasonable variables to use for failure of the "rule of 6."

Follow-up

Telephone

- Often did more than four or five follow-ups. People would often ask "who are you?" "How can we verify that you really are a government employee?" Some telephones now reveal the number of the caller, and the respondents could see that the interviewers were calling from private (non-government) numbers.
- Those who called the STC number made available by the interviewers would often have to deal with the channelling of messages, and were not too pleased, to say the least.
- (Katherine) found that many people were pleased to do the form by phone. They had someone there to help them. Found the form less intimidating.

(Vera) added that there could be a danger associated with doing the interviews by phone. Respondent can then expect that the 1996 Census will be done by phone.

Personal

- No problems with follow-ups done in person. (Marilyn) discouraged them because of cost reasons. Unless the interviewer was doing two or three visits in the same region.
- In some cases after personal follow-ups the respondents would still refuse to fill in the forms.
- There were some problems with Canada Post delays or non delivery of forms.
- Problems with some apartment blocks. Either difficult or impossible to get access to some buildings. In some cases the occupants' names would not be identified in the directory. At times, interviewers waited around for times of day when there would be more "traffic" in and out of the building so that they could get in. The security factor is increasing and making contact harder and harder.

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- In a couple of cases access to buildings was obtained after they checked the superintendent's number in the city directory.

Materials

- Plastic bag is a good idea. As well as, the flow chart.
- Maps would have been helpful.
- The Métis list contained many incorrect or incomplete addresses.
- It would be nice to get addresses in numerical order. Alphabetical order is quite bothersome and lead to unnecessary running back and forth in some cases.
- (Connie) was not paid for the time it took to log up the routes.
- Problems overlapping of sampling areas. "Who ever did this did not know the city."
- People were not paid for the time it took to organize their assignments, before they set out to do the interviews.

Reports

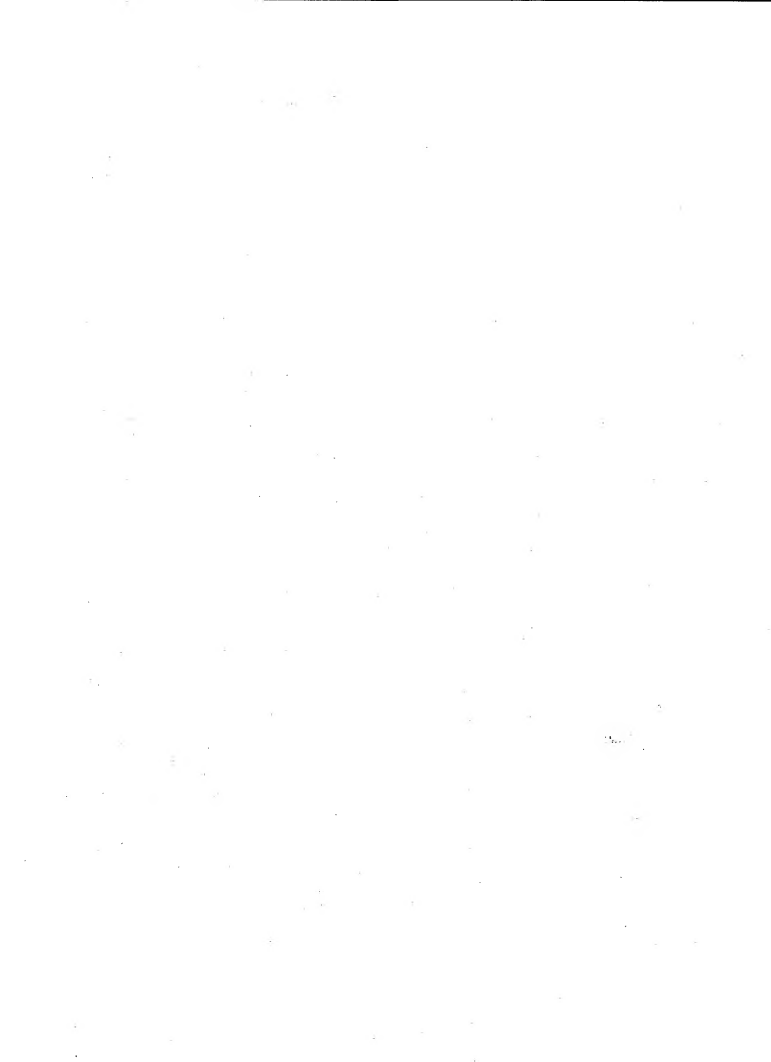
- New interviewers did not have problems. The information available was good.
- Some interviewers had a hard time getting through to the senior. Margaret found that the reporting time was a problem, but everyone did a good job of reporting.
- (Margaret) felt that more time was required to prepare the assignments, the proper supplies, sample, maps, etc.
- Control lists were not always present. One box could be checked and have all the required materials, while other boxes from the same delivery would be missing materials or have duplicate materials.
- (Marilyn) stated that Margaret was wonderful, available and informative. This was backed up by Rhéal, as her supervisor.





**1993 National Census Test Interviewer Debriefing Session  
Saskatoon, December 9, 1993**

**Special Population Sample: Aboriginal**



**1993 National Census Test Interviewer Debriefing Session  
Saskatoon, December 9, 1993**

**Special Population Sample: Aboriginal**

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**Interviewers**

Bryan  
Betty  
Marie (Sr. Interviewer)  
Lisa  
Carol (Sr. Interviewer)

**Observers**

J.P. Morin (Moderator)  
D. Duffy (E.E.)  
R. Cormier (P.M.)  
P. White

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**1. General Observations**

Activity Limitations questions required answers to all sections. Respondents say the questions were repetitive.

Income was a problem – Considerable resistance to complete question.

Field operations difficult, especially the maps.

Steps 2 to 5 – Many respondents did not complete these steps.

Question 28 onwards, respondents did not see the skips.

Resistance to question on place of employment.

**2. Did respondents regard NCT as a test and thereby did not provide accurate information?**

Responses to Question 46 (Income) on test unlikely to be as accurate as the census.

Some respondents remembered being part of the LFS and disliked being part of another study.

**1993 National Census Test Interviewer Debriefing Session  
Saskatoon, December 9, 1993**

**Special Population Sample: Aboriginal**

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**3. Questionnaire: Front Cover**

Most respondents did not write in address especially since the label had the address (in urban areas).

Respondents did not read the letter from Dr. Fellegi.

**4. Steps 2 to 7**

Step 3 was unnecessary, especially after Step 2.

Very difficult to get a response to an unanswered Step 3 at follow-up as respondents felt that they had already answered the question in Step 2.

Step 5 was seen as intrusive, that the enumerator was prying into their lives.

Step 4 was interrupted as being for immigrants.

Exchange students refused to complete the questionnaire. They checked the foreign resident circle and refused to continue.

Non-permanent residents did not want to complete the form. They are looking for a way out and Step 4 provides the opportunity with the sentence "visiting Canada temporarily."

Matrix questionnaire format was not a problem.

**5. Question 2: Relationship to Person 1**

Respondents did not mark the circle in Person 1.

One interviewer noted that in a couple of households, respondents did not like to answer that children belonged to Person 1 only or Person 2 only.

Other interviewers said they had no problem with this part of the question.

In two-person households, there was a case where the respondents filled in the spaces for six people, they just repeated their information across the page.

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When doing follow-up on the telephone, interviewers had to rephrase the questions, especially for family relationships. They tried to get Person 1, but did not repeat "Person 1" on the phone when describing the relationships.

**6. Questions 5 and 6: Marital Status and Common-law**

These questions failed edit for children. It was embarrassing to follow-up for a young child to ask if they were living common-law or what their marital status was.

**7. Questions 7 and 8: Activity Limitations**

Interviewers had problems with Question 7. It is very repetitive with the three parts. It needs to be made into one question. Some respondents had trouble with the notion of "Limitations", for example, did it include asthma, cerebral palsy, and learning disabilities? Some interviewers did not know what was included. Other interviewers had worked on APS and remembered the list of items included so they referred to their past experience to help out the respondent.

For Question 8 it seemed like the same question as Question 7, except that long-term was in bold face type. Many seniors ignored the question.

**8. Language**

The three questions seemed redundant for those who spoke only one language. For those who had more than one language, the questions worked. One interviewer had to do an interview in Cree.

**9. Socio-cultural**

**Question 12: Place of birth** -- No problem, but sometimes people wanted to give the town if born outside of province of residence.

**Question 13: Citizenship** -- Respondents laughed at this question. If they were born in Canada, of course they were Canadian citizens by birth.

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**Questions 14 and 15: Immigration** -- Immigrants who came to Canada a long time ago were suspicious about why they were being asked this question. Often they were not sure of their date of immigration.

**Question 16: Ethnic Ancestry** -- Métis respondents answered either Métis or French and Cree or all of these. Children were Métis and Ukrainian for example.

Respondents did not know what "ancestor" meant. Some people knew their background and could list the groups, while others did not know.

The examples were helpful as was the idea of "background." "Canadian" was a common response. "Aboriginal" was not a common response. Some gave "Canadian" and "Métis."

Aboriginal respondents were not offended by Question 16, but they did not know why they were not asked to respond to Question 18. One person said there was equal opportunity for everybody but Aboriginal peoples.

**Question 17: Aboriginal** -- Questions seemed repetitive especially with 19 and 20.

Respondents answered "Métis" though a few also gave "North American Indian".

**Question 18: Population Group** -- Some Métis respondents answered this question with "White." They missed the skip and wondered why Questions 19 and 20 did not follow Question 17.

Some respondents were shocked by Question 18 but answered anyways.

**Questions 19 and 20: Status Indian and Band** -- Some Métis were suspicious about why they were being asked about their Indian Band. Some answered "Métis Nation." For some Bill-C31, members they did not know the band. Some people knew that their wife was a treaty Indian but did not know the band.

Some non-aboriginal respondents did not answer the question.

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**10. Step 9**

Many respondents did not see the Step 9 and continued for children under age 15. Step 9 does not stand out enough. Maybe there should be a question so that people would read it and would stop for children.

**11. Residence 1 year ago and 5 years ago**

Respondents could not remember where they lived 5 years ago so they guessed at their address.

**12. Education**

Difficult to ask seniors about their education. It was too complicated a question for them.

Why not use a blank space to write-in the diplomas, degrees as it is too complicated the way it is now. Very embarrassing for people who do not have high school to check the "None" circle.

**13. Household and Volunteer Activities**

Question 26: Household Activities -- Respondents thought the question was too long. Many did not read sections (b),(c), and (d). As well, respondents seemed suspicious about why STC was asking this question and asked the interviewers : "Why do they want to know about this?"

The examples in the question were good, especially if the question was read over the telephone.

Many respondents did not spend time with seniors.

Young people did not spend time on household activities.

Overall, the question was viewed as being too time consuming, in that it took too long to complete.

Question 27: Volunteer Activities -- Made people feel guilty if they did not do any volunteer work.

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**Labour Force Activities**

In general, the Labour Force questions were very annoying for seniors, retired and persons not looking for a job. As well, students and those who worked part-time found the questions hard to answer.

Skips were terrible for the rest of the questionnaire. Respondents did not see them and did not read them.

**Question 28** – Many would put in "0" hours in the box and go the **Question 34**. Sometimes people put in eight hours per day and not the hours per week.

Respondents just want to get through this section. They are not reading it and do not follow the skips. Make the skips more noticeable.

**Questions 34 to 36** – Respondents were defensive about what they did. Nobody knew the "Section, plant or department" where they worked. Questions are repetitive and respondents get snappy. Q: "What is job?" A: "Dry Cleaner." Q: "What is your main activity?" A: "dry cleaning clothes." They were able to answer Q. 36. Again **Questions 37, 38 and 39** were repetitive.

**Question 40** – Respondents did not need to answer this question as it was in their view a redundant question.

**Question 41** – Language at work was not a problem – English.

**Question 42** – Nobody knew its postal code, many did not know their work address. Many asked why we were asking this question and why we did not ask the employer. Many respondents were very suspicious as if we were going to follow up on them at work.

**Question 43** – No problem.

**Questions 44, 45** – Respondents could not remember the number of week worked, so gave what they could remember. Some went to their 1992 tax forms to remember what they did in the previous year.



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**14. Income**

Considerable resistance to responding to the question. Respondents said it was nobody's business, but their own as to how much money they made.

Many left the question blank and in order to get an answer the Interviewer would ask for a ballpark figure. Some times, they gave ranges to the respondent so to get the final figure.

Other respondents would just check the "Yes," "No," or "Loss" circles, but would not give a figure.

Young people less likely to disclose their income willingly compared with seniors.

Respondents considered the Income question to be an invasion of privacy. They wanted to know why we did not use the Revenue Canada records. It impacted on overall response rates.

**15. Housing**

**Question 47 – Who pays the rent or mortgage...**

Not always answered. What to do when Social Services pays.

**Question 48 – Owned or rented**

People who had just bought a house were confused.

**Step 10: Questionnaire questions**

Not always answered. Not included in the follow-up of the questionnaire.

**Return to Specific Points**

"Indian" in North American Indian seen as a negative term by some respondents. They preferred "First Nations," "Aboriginal" or "Native."

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Respondents who had been enumerated as part of the Métis enumeration held in the summer were questioning why they were being interviewed again. This occurred for those who had also been part of APS. It seemed as though they had been over-surveyed.

**Guide**

Respondents did not look at it.

Improve the Guide for 1996: Explain what is disability, especially why six months. Put this type of information in the Census Help Line. Keep the section about why the questions are asked. Interviewers used the Guide.

Census Help Line was not always a help to the Interviewer. Conversion of non-response was impossible if the CHL people said that they did not have to answer the questionnaire, or if the respondent thought that is what the CHL operator said.

**Public Reaction**

Respondents at times refused to give their telephone numbers and so it was impossible to do the follow-up.

Husbands were often not very cooperative, but wives were more so. It was better to ask for the wife.

Turning around a refusal was possible if the Interviewer explained why the questions were asked. At times, the interviewers need more information than was available in the Guide.

It was hard to get answers for Question 28 and beyond, especially Income (Question 46).

If one had the information and could humour them, then respondents would change their minds. Most respondents did not believe that the survey was mandatory but eventually complied.

For Aboriginal respondents, if interviewers said that the data were for supporting Aboriginal education and programs, then Aboriginal respondents would decide to comply and respond.

Publicity would have helped.

Not all interviewers read the Guide.

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**Field Operations**

R. Cormier moderated this session.

**How Did Training Prepare You?**

Interviewers said that they needed more training, especially in the classroom. Need to role-play the usual situations and not just the exceptions.

Home study took about 3 hours to understand, so the 2.5 hours was not enough time. Manuals were too disorganized. Manual content should follow the order in which the questions flow. The forms need to be better explained.

**Collection: Drop-off**

No drop-off problems with the procedures.

Aboriginal assignments were not well put together. New people need help to organize the assignments.

Maps were not good.

**Editing**

At the beginning, some interviewers said that they did not understand the editing procedures. In the end, it was not so complicated a procedure as it had been explained in the manuals. The manuals need more examples.

Rule of 6 -- Interviewers found this complicated at first, especially for new staff. They felt that they needed more classroom time as the manual was too complicated. In the end, interviewers felt that they needed more training time.

Editing problems: New interviewers do not have the "trained eyes" to see the problems. Senior interviewers felt that after the first five they did not see the problems especially for those interviewers who lived at a distance from the Senior Interviewers.

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**Interviewers:**

Vi Nelson  
Rosemary Kosh  
Darlene Martell

**Observers:**

S. Swain  
S. Nassem  
R. Cormier  
D. Ostapowich  
J.P. Morin: Moderator  
P. White

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**Overview**

**V. Nelson:**

Area was not too far from Edmonton Centre. Drop-off was not too successful. Respondents were hard to reach. The core area had low mail-back.

**D. Martell:**

Area was the West End of Edmonton  
She told respondents about the Guide, showed them the telephone number when she made contact at drop-off. She got about 62% mail-back.

**R. Kosh:**

Had been part of APS. She did not have much problem at drop-off. Had success in converting non-responses. She got 33% mail-back.

**D. Ostapowich:**

Senior Interviewer and had both urban and rural areas.

All interviewers said that they used reverse directories.

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**General Public Reaction to the NCT**

Many respondents did not take it as seriously as the census because it was a test. Yet some interviewers said that there were respondents who responded very seriously.

**Major Question Problems**

Income: Respondents said that it was not any of STC business, while others assumed that STC could get the information from Revenue Canada.

**Cover Page**

Respondents do not read the letter from Dr. Fellegi.

Confidentiality is on the front page but is not seen.

Test date was November 8, 1993. When it was past the date and respondents had not mailed it in, they thought that it was too late and then threw it out. Message should say "Mail it back on or about November 8, 1993."

The size of the questionnaire was seen as awesome.

Respondents need more space to enter in responses.

Why is there a Person 10 space but only enough room for six persons on the questionnaire. One has to find out at drop-off if a household needs an extra questionnaire, since respondents would not ask for another one. Respondents just fill in for six people and stop there.

Step 2 and Step 5 were confusing.

No non-permanent residents were found in the sample.

Step 6 encountered confusion as someone house-sitting for someone else who was in Vancouver.

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**Person 1, Marital Status and Common-law**

Questions were straight forward.

Respondents were not offended by Common-law question.

Person 1 was not marked.

Relationship to Person 1 was not a problem.

Marital Status was a problem for children under age 15. It was embarrassing to call back to ask for the marital status and common-law status of these persons. A change in edit is required.

**Activity Limitations**

Parts (b) and (c) were not marked in Q. 7.

Respondents had to think about what was a disability. Generally they figured it out.

**Language**

Have a skip pattern for children as the MT will be the languages that they have at home and know.

Aboriginal languages were reported along with English and French.

Respondents were not offended by these questions.

**Socio-cultural**

**Immigration**

Canada-born respondents wondered why it was necessary to answer citizenship and year of immigration.



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The word "Naturalization" was a problem.

Landed immigrant was understood.

Year of immigration was no problem, though some gave the year they got their citizenship and not the year they immigrated because they could not remember.

**Ethnic Ancestry**

Respondents gave Métis, or an Aboriginal group such as Cree.

Backlash by White respondents to Questions 16 and 18. They said that their ethnic background should not make a difference and refused to answer the question.

"Canadian" was given, but not any of the Aboriginal respondents.

**Aboriginal - Question 17**

Aboriginal respondents checked "Métis" or "North American Indian."

**Visible Minority - Question 18**

There were comments on the questionnaire: None of your business. There was a White backlash, though they did answer the question. They thought that it was an invasion of privacy.

One respondent from the West Indies did not know which category to mark in Q. 18.

**Aboriginal - Questions 19 and 20**

Questions were very clear for Aboriginal respondents. For non-aboriginal respondents, it was not clear as many left it blank because they thought that it did not apply to them.

Some respondents thought that there were too many questions on the Aboriginal topic.

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**Step 9**

Respondents do not see the instruction. There needs to be a question with the date of birth of the respondent so they will stop at this Step for children under age 15.

Not a problem if you do not have children.

**Mobility 1 year ago and 5 years ago**

Seen as a waste of space because people do not remember where they lived 5 years ago.  
Interviewers were required to call back for the information and respondents did not have an answer.

**Education - Questions 23, 24, 25**

Not a problem, except for the telephone follow-up for respondents who had less than high school.  
This group did not want to check the category "None."

**Household and Volunteer Activities - Questions 26 and 27**

Interviewers had to go over the questions with the respondents as they experienced difficulty in responding. People with young children wanted to put 24 hours per day.

How does one define housework? Difficult to estimate hours. Single men gave "None" as an answer.

Some respondents could not be bothered to respond. They could not see the importance of the question. They did not read the Guide for this section.

Respondents do not think about these things in their lives so it is difficult to answer the questions.

**Labour Force Activities**

Need a transition or title to this section.

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**Questions 28 to 33**

Respondents did not see the skip. Or they put in "zero" in the box and skipped to Question 33.  
Retired respondents did not like the questions.

**Questions 34 and 35**

Type of business seen as repetitive. Respondents do not know the section or division.

**Question 36**

Respondents checked "Other."

**Questions 37 and 38**

Type of work and duties was seen as repetitive and obvious.

**Question 39**

This was a straightforward question.

**Question 40**

Question was not a problem.

**Question 41**

Answer was always English as was the response to Question 24.

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**Question 42**

Nobody knows its work address, especially the postal code.

Question was seen as being too personal. Difficult at follow-up because respondents wondered if STC was going to check with their employer. In any event, they did not know the street address or the postal code.

**Questions 43, 44 and 45**

These questions were not problems.

**Question 46**

Respondents did not like this question. They said, why not go to my tax forms, make it simpler and have ranges.

Respondents do not give correct answers. Others know they made for example, \$600/month but not what the total per year is.

Income question had a big impact on the non-response of the questionnaire. Respondents quit at Question 46 and had to follow-up so it also affected the follow-up rates.

Some respondents did not know where to enter items such as old age pension or social assistance.

**Questions 47 and 48**

Respondents answered these questions.

**Step 10**

Respondents answered these questions and provided comments at the back of the questionnaire. Especially, respondents made comments on Q. 46 and Q. 16 and Q. 18.

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**General Comments**

Questions not liked by respondents: income, ethnic ancestry and visible minority.

For income should have ranges of income not specific dollar amounts.

As for ethnic ancestry there is no way around this one.

On Question 18, one respondent noted that it looked like equality was for every group except the Aboriginal population since they were to skip that question.

Questions 26 and 27, there was resistance to this question. Some interviewers justified it by saying that maybe women would get paid for staying at home and that is why it was important to answer it.

**Guide**

Respondents did not read or use the Guide. The 1-800-CHL line was helpful and certainly the action cards were forwarded to the interviewers.

**Public Reaction to the Test**

Some respondents were frightened about the National Census Test, while others were more angry and thought that it was prying into their private lives. Their reaction was that the government did not need to know and moreover, that it was a waste of taxpayers' money.

Frequently, interviewers were not believed because not everybody got a questionnaire. Seniors were fearful of being selected.

There were verification calls to RO.

The RO also contacted the municipal authorities to let them know what was happening.

For some respondents, they did not believe that the test was mandatory, nor did they think that they could go jail if they did not complete it.

As for refusals, those respondents who refused did so over the privacy issue especially the income question. The Income question was the one that did in the questionnaire if the respondent felt that it

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was too personal. Some felt that STC would check provided income responses against Revenue Canada data and that they would get into trouble. As well, partial refusals could not be converted because of the Income question.

**Field Operations**

(Conducted by R. Cormier)

**Training**

Interviewers felt that it was not adequate. There needed to be more role-plays. The home study required that one consult two to three books and this was confusing. The manuals were too complicated compared with the actual procedures. There was just too much paper with the manuals and the forms. There needed to be a basic role-play so that interviewers did not only train for the exceptions.

**Collection**

There were some problems at drop-off especially the double drop-off as it was complicated. It was also difficult to do in the winter. The maps were very poor.

**Editing**

Editing was not confusing as everything was explained in the manual. In the beginning, it was more difficult, but after a few questionnaires, it was easy.

Income caused the questionnaire to fail edit more often than the other questions.

As well, the lack of postal codes on the Place of work question was a problem. After the edit was changed; then, it was alright.

**Telephone Follow-up**

Follow-up was difficult if contact was not made at drop-off or if the respondent did not give their telephone number.

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There should be a local number for respondents to call when the CHL closes down.

Control sheets should include the name of the respondent so it would be easier to call back.

**Answering machines:** Some interviewers would not leave their number or message because respondents would not call back. Others did leave their name and number and the respondent would call back.

**Personal Follow-up**

If contact was made at drop-off, then the personal contact was possible. Often people were not at home and besides, they had better things to do than to answer the questionnaire.

Interviewers often used the reverse directories as well as obtaining names of respondents from the superintendents.

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**Échantillon de l'Enquête sur la population active**





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Le groupe de discussion était composé de six intervieweurs et de un intervieweur principal. Quatre intervieweurs ont effectué leur tâche dans la ville d'Edmonton; alors que les autres étaient responsables de secteurs ruraux. Aucun de ces intervieweurs ne travaillait à l'Enquête sur la population active, mais un ou deux d'entre eux avaient déjà participé à une autre enquête de Statistique Canada.

Les commentaires généraux se rapportaient principalement à l'accueil, généralement favorable, fait au test et aux difficultés des retours par la poste. Lorsqu'on demandait si le fait que l'enquête était un test avait eu un impact quelconque sur les résultats, tous les intervieweurs ont dit que cela n'a pas eu d'impact sur les réponses mêmes, mais plutôt sur le taux de participation.

**A. Questionnaire**

En ce qui concerne le format matriciel du questionnaire (questions dans les lignes horizontales et répondants dans les colonnes), les intervieweurs étaient plutôt favorables à cette approche même s'ils ont admis toujours faire les entrevues de suivi question par question pour tout le ménage au lieu de personne par personne. Au mieux, on utilisait une approche mixte lorsque la structure de réponse était différente selon le répondant dans la section sur l'emploi. Il semble que quoique l'on dise dans les manuels, les intervieweurs de tous les niveaux d'expérience s'en tiennent à cette façon de faire passer le questionnaire. Il semble aussi, selon eux, que les répondants font de même lorsqu'ils remplissent eux-mêmes leur questionnaire.

**Page couverture**

Il y avait peu de commentaires concernant la page couverture du questionnaire. Les intervieweurs pensent que les répondants ne lisent pas le message du statisticien en chef et passent immédiatement à l'intérieur du questionnaire. Ce jugement est fondé sur l'ignorance d'un grand nombre de répondants de plusieurs informations de base contenu dans le message telles que l'obligation de répondre et le but du test. Dans certains cas, ils oubliaient même l'étape 1.

Il y a eu aussi quelques commentaires concernant l'instruction «À remplir le 8 novembre 1993» parce que les répondants l'interprétaient comme une date limite, c'est-à-dire que s'ils avaient oublié de le remplir à cette date, ils pensaient qu'il était trop tard ensuite.

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Étapes 2 à 8

Aucun problème majeur n'a été rapporté à propos de cette section. Les intervieweurs ne se rappelaient pas d'aucun cas de ménages composés uniquement de résidents temporaires ou de résidents étrangers. Ils ont indiqué quelques cas où les répondants avaient des difficultés à décider si un étudiant devait être inclus ou non dans le ménage lorsqu'il ne vit pas dans sa famille pendant la période des études.

Par ailleurs, les quelques cas où les ménages étaient composés de plus de six personnes ont été traités directement lors de la livraison des questionnaires. Aucun cas de différence entre la liste à l'étape 2 et celle de la question 1 n'a été rapporté.

Questions 2 à 6

Peu de problèmes ont été notés pour ces questions. Quelques répondants ont exprimé leur satisfaction à la question 2 parce qu'ils pouvaient décrire avec précision leur famille reconstituée. Un seul cas de couple du même sexe a été identifié, mais les réponses obtenues indiquaient un colocataire.

En ce qui concerne les questions 5 et 6, le seul problème rapporté était celui des non-réponses fréquentes dans le cas des enfants. Sinon, il semble que les gens n'éprouvaient pas de difficulté à comprendre le concept d'union libre et personne non plus n'a exprimé de commentaires négatifs à ce sujet. Pour éviter les difficultés dans le cas des enfants, les intervieweurs étaient conscients qu'il était difficile de construire un aiguillage selon l'âge de la personne et ils ont suggéré plutôt l'ajout d'un choix «sans objet» à la question 6.

Limitations d'activités

En ce qui concerne les questions 7 et 8 sur les limitations d'activité et les incapacités, les intervieweurs ont dit que les répondants se demandent souvent s'ils doivent se considérer comme limité ou non et quelle est l'extension de ce concept. À plusieurs reprises, les intervieweurs étaient sollicités pour décider à la place des répondants eux-mêmes. Cependant, ils étaient d'accord pour dire que les répondants avec une incapacité ou une limitation importante répondaient positivement à ces questions.

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Plusieurs des répondants sans limitations d'activité ont trouvé les questions très répétitives et les intervieweurs ont suggéré de faire une seule question avec les trois sous-questions de la question 7. De plus, il n'était pas rare que les répondants ne complétaient que la partie a) de la question.

Les intervieweurs ont également noté que le terme «chronique» n'était pas surligné comme c'est le cas à la question 8. Ils pensent que cela aurait aidé à réduire l'indécision des répondants.

En général, les répondants ont éprouvé davantage de difficulté à répondre à la question 7 qu'à la question 8.

#### Langue

Peu de difficulté a été rapportée pour les questions y afférentes. Les répondants anglophones les trouvaient répétitives parce qu'ils ne voyaient pas les différences entre les questions.

Dans le cas des répondants bilingues, ils cochaient les deux cercles de réponse. Quelques intervieweurs ont noté avoir observé des cas exagérés de connaissance d'une autre langue. Les répondants semblent considérer ces questions comme une source de valorisation.

#### Renseignements socio-culturels

En ce qui concerne les questions 12 à 15 sur la citoyenneté, le principal problème rapporté avait trait à la non-pertinence apparente des questions 14 et 15 pour les personnes nées au Canada. Plusieurs répondants ont exprimé leur frustration dans ce cas, y compris les intervieweurs eux-mêmes. Ils ont noté que même le Guide ne donne pas d'explications satisfaisantes sur ce point.

En ce qui concerne la définition d'immigrants reçus et de naturalisation, les intervieweurs ont dit qu'ils ont eu des questions à ce sujet de la part des répondants, mais que ceux qui étaient concernés par ces questions savaient de quoi il s'agissait. La plupart de ces personnes savaient aussi l'année de l'immigration et faisaient la différence entre la date de leur arrivée au pays, celle de la réception du statut d'immigrant et celle de la citoyenneté.

Au sujet de la question 16, le problème principal résidait dans l'extension du terme «ancêtre»: jusqu'où faut-il remonter? Dans plusieurs ménages, le nombre d'origines devenait rapidement trop important pour être rapporté dans les cases-réponses du questionnaire. Fallait-il s'en tenir à trois origines par personne ou non? Les intervieweurs ont rapporté que plusieurs personnes ont

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répondu «Canadien» à la question et qu'elles étaient bien contente que cette réponse soit offerte comme choix. Ces répondants ne sont pas habituellement des immigrants récents. Au sujet des autochtones, des intervieweurs ont dit avoir vu quelques cas où les répondants autochtones avec origines multiples ne connaissaient que le côté autochtone de leurs origines.

La question 17 n'a pas causé de difficulté importante au répondant à l'exception de l'aiguillage pour les réponses positives qui était souvent manqué. Cependant, il est apparu que quelques répondants autochtones trouvaient souhaitables de répondre également à la question 18 et ne comprenaient pas pourquoi cela n'était pas requis pour eux (l'aiguillage suppose en effet qu'une personne autochtone ne peut avoir d'identité multiple autre qu'autochtone). De plus, le gérant des opérations d'Edmonton a rapporté le commentaire d'une personne autochtone au sujet de l'absence à la question 17 du paragraphe sur l'équité en matière d'emploi de la question 18. Cela signifie-t-il que les personnes autochtones ne font pas partie de ce programme?

Les intervieweurs ont indiqué qu'ils appréciaient le Nota à la question 18. En situation d'entrevue, la plupart d'entre eux présentaient aux répondants la question 18 par ce paragraphe afin de justifier la question et il semble que la grande majorité des répondants réagissait alors très bien. Par ailleurs, personne ne s'est plaint de l'ordre des choix («Blanc» en premier, par exemple). Quelques répondants «Blancs» ont cependant été surpris du fait que la race «jaune» reçoive tant de subdivision alors que les races «blanche» et «noire» sont génériques.

Les questions 19 et 20 ne semblent pas avoir causé de problèmes à personne. Les personnes autochtones concernées connaissaient leur bande et savaient si elles étaient inscrites ou non. En général, elles exprimaient aussi leur satisfaction de la présence de cette question au sein du questionnaire. Seuls les répondants non autochtones ont parfois témoigné un peu d'agacement à répondre à ces questions alors qu'ils avaient déjà dit à la question 17 qu'ils n'étaient pas autochtones. Les intervieweurs ici comme ailleurs ont suggéré fortement de mettre ces deux questions après la question 17 de telle sorte que seules les personnes autochtones aient à y répondre.

#### Étape 9

Il y avait unanimité concernant l'inefficacité de cette instruction. Dans la plupart des cas observés, les répondants continuaient à répondre pour leurs enfants. Au mieux, ils revenaient en arrière après quelques questions constatant que toutes les questions ne s'appliquaient pas aux enfants, au pire, ils continuaient à répondre pour eux jusqu'à la fin en pestant contre la stupidité du questionnaire... Lorsque interrogés sur la cause de ce problème, les intervieweurs ont émis une hypothèse intéressante, soit celle qu'après quelques pages du questionnaire, les répondants

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sont habitués à suivre les numéros des questions et, qu'après la question 20, ils passent donc tout naturellement à la question 21 de la page suivante. L'hypothèse est d'autant plus plausible qu'il y a changement de page entre la question 20 et la question 21 et que l'espace blanc en haut de la page 12 où est situé l'étape 9 peut être confondu avec tous les espaces blancs qui débutent les autres pages. D'autres intervieweurs ont noté qu'il n'y a aucune instruction directe concernant les enfants et qu'il vaudrait mieux indiquer dans le libellé de l'instruction la date de naissance limite plutôt que l'âge limite.

**Mobilité**

Aucun problème rapporté pour cette question. Quelques cas de difficulté à répondre à la question 22 pour les répondants qui avaient déménagé fréquemment.

**Scolarité**

Aucun problème rapporté pour les questions 23 et 24.

À la question 25, il y a eu quelques cas d'immigrant récent qui avaient fait leurs études à l'étranger et qui ne connaissaient pas l'équivalent de leur niveau d'étude dans l'échelle canadienne (études prégraduées). Quelques cas également de répondants qui avaient obtenus plusieurs diplômes universitaires de même niveau qu'à l'échelle canadienne, mais qui ne savaient pas comment l'indiquer. Par ailleurs, les intervieweurs qui avaient travaillé dans des régions où le niveau d'instruction était faible ont dit que cette question tendait à être humiliante pour les répondants en situation d'entrevue. Dans le cas des non-réponses, les intervieweurs ont noté à quelques reprises qu'elles étaient causées par la perception des répondants à savoir que les termes «certificats, diplômes ou grades» référaient uniquement aux études collégiales ou universitaires. En situation d'interview, le même problème de perception résultait en de fausses réponses «Aucun». Les intervieweurs ont souligné ici l'importance d'énumérer les catégories de réponses aux répondants au lieu de se limiter à n'énoncer que la question.

**Activités à la maison, bénévolat et activités sur le marché du travail**

Dans la région du bureau d'Edmonton, il semble que la réaction des répondants étaient plutôt favorable à cette question. Personne n'a indiqué que ces questions constituaient une intrusion dans leur vie privée. Les répondants étaient tout au plus surpris de retrouver de telles questions au sein du questionnaire du recensement. Les intervieweurs ont dit que les exemples donnés pour expliquer les activités étaient très bons et suffisaient amplement aux besoins de la question.

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Toutefois, les intervieweurs ont rapporté plusieurs difficultés pour les répondants au niveau de la réponse elle-même quand il s'agit d'évaluer le temps consacré à chacune des activités. Les problèmes semblent survenir en particulier dans les ménages où il y a des enfants. Souvent, les intervieweurs ont dû faire un suivi pour ces questions et ils devaient demander au répondant les heures moyennes pour une journée, puis multiplier la réponse obtenue par 7 pour avoir le compte de la semaine. Ils ont noté aussi l'imprécision des réponses données par le répondant pour les autres membres du ménage.

Aux questions 28 à 33, la principale difficulté rapportée concernait l'aiguillage à la question 28; beaucoup en manquaient l'instruction «Passez à la question 34»; alors que d'autres y répondaient «0» puis passaient à la question 34, alors qu'ils auraient dû indiquer «Aucune» et continuer à la question 29. Il y avait également le cas des personnes retraitées qui se sont souvent plaintes d'avoir à répondre à toutes ces questions, alors que leur situation est claire. Les intervieweurs ont suggéré un choix «à la retraite» à la question 28 avec aiguillage approprié.

Aux questions 34 à 39, plusieurs personnes employées ne savaient pas comment décrire leur emploi. Dans le cas de la question 34 en particulier, cette question ne convient pas au travail pour les petites entreprises (restaurant, entreprise de paysagement, compagnie de transport, dépanneur, etc.). Même lorsqu'il s'agit de grande entreprise, les personnes ne connaissent pas toujours ces détails surtout si elles doivent répondre pour d'autres membres de leur ménage. Dans le cas des questions 37 et 38, les questions semblaient souvent répétitives et les répondants ne savaient pas quoi répondre à la question 38.

Aucun problème n'a été signalé concernant la question 41 sur la langue de travail.

À la question 42, la grande majorité des gens ne connaît pas le code postal de leur lieu de travail et souvent, ils ne connaissent même pas l'adresse exacte. Il n'y a cependant pas eu de cas rapporté de plainte contre l'indiscrétion de cette question. Quelques cas de confusion ont été rapportés lorsque les travailleurs doivent se rendre de temps à autre à une adresse fixe, puis, ensuite, travailler sur la route (commis-voyageur, travail de livraison, etc.). Même les instructions du Guide paraissaient insuffisante sur ce point.

Aucun problème signalé concernant la question 43 sur le transport au travail.

À la question 44, les personnes qui travaillaient à temps partiel ou qui travaillaient irrégulièrement éprouvaient souvent des difficultés à compter le nombre de semaines. Elles se demandaient, par exemple, si une semaine où l'on a travaillé une journée peut compter comme une semaine.

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**Revenu**

Les intervieweurs sont unanimes pour reconnaître la question sur le revenu comme étant celle qui produit le plus de réactions négatives de la part des répondants et aussi celle qui est la plus difficile à répondre même lorsque le répondant a accepté d'y répondre. Cette question semble être une cause fréquente du non-retour par la poste des questionnaires et des cas de refus de le remplir. En plus de trouver cette question indiscrete, quelques répondants ont exprimé la peur de se tromper et d'être alors poursuivi par Revenu Canada pour cause de divergence entre leur déclaration de revenu et leur réponse au questionnaire du recensement... D'ailleurs, il est apparu clairement que la séparation entre Statistique Canada et Revenu Canada est un secret bien gardé. Les intervieweurs ont recommandé l'ajout d'une note à ce sujet au début de la question. Par ailleurs, la majorité des répondants ne veulent pas retourner à leur déclaration de revenu ou n'y ont pas accès (pas à la maison ou s'en sont débarrassés) au moment de la collecte des données. Les répondants et les intervieweurs ont aussi indiqué leur frustration à la nécessité de répondre par oui ou non à chacune des rubriques. Les intervieweurs ont aussi dit que la plupart des réponses obtenues sont des approximations et que dans ce contexte, ils leur apparaissent meilleur de demander aux répondants d'indiquer une fourchette de revenu plutôt que le montant exact. Ils pensent que cette approche faciliterait aussi la collaboration des répondants (plusieurs ont admis utiliser cette approche lors des entrevues de suivi).

**Logement**

Pas de problème pour les questions y afférentes.

**B. Guide**

Tous les intervieweurs ont dit que la grande majorité des répondants n'utilise pas le Guide. Leur jugement est fondé sur les commentaires des répondants et les questions avec réponses explicites dans le Guide que leur ont posé les répondants. Lorsqu'on leur a demandé s'ils envisageraient de faire le recensement en 1996 sans le Guide, ils étaient tous d'accord en autant que les informations soient quand même disponibles pour le personnel des opérations de collecte.

Par ailleurs, ils avaient des commentaires positifs concernant le CHL. Les répondants ont exprimé leur satisfaction à ce sujet à quelques reprises. Ils pensent cependant que ce service est sous-utilisé et que nous devrions insister davantage sur sa disponibilité, son utilité et sa gratuité.



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**C. Réaction du public**

En général, la réaction du public au TNR dépendait de la région de collecte. Dans la région immédiate d'Edmonton, plusieurs personnes pensaient qu'il s'agissait d'une mauvaise utilisation des fonds publics, que certaines questions étaient indiscretes et que remplir le questionnaire prenait beaucoup de temps. Par contre, les réactions étaient beaucoup plus positives dans les régions rurales. Les gens se prêtaient beaucoup plus volontiers à l'exercice et ils émettaient peu d'objections aux questions sauf bien sûr pour la question sur le revenu.

**D. Opérations sur le terrain**

**Formation**

Tous les intervieweurs étaient en général satisfaits de leur formation en terme de contenu. Tous les informations nécessaires étaient présentes et couvertes pour la plupart durant la formation. Cependant, certains ont noté que le temps alloué était insuffisant, en particulier, pour l'étude à domicile.

**Livraison**

Les intervieweurs ont souligné l'importance d'un contact lors de la livraison pour encourager la participation à l'enquête et pour répondre rapidement aux objections des répondants. Cela permet également d'ajuster la distribution du matériel d'enquête au cas particulier du ménage choisi. En général cependant, les intervieweurs ont dit que la livraison s'était bien passée, sauf pour les cartes géographique fournies qui étaient souvent déficientes, particulièrement dans les régions rurales. Quelques intervieweurs ont signalé les difficultés causées par les immeubles d'appartements dont la porte d'entrée est verrouillée de l'extérieur ou dont seul le portique est directement accessible et où les noms des locataires sont sur un tableau avec un numéro de code. Dans de tels cas, les intervieweurs essayaient de rejoindre plusieurs numéros jusqu'à ce qu'ils trouvent une personne pour les laisser entrer en tant qu'interviewer de Statistique Canada. D'autres erraient près de la porte d'entrée jusqu'à ce que quelqu'un entre dans l'immeuble. Dans d'autres cas, le propriétaire acceptait de laisser les intervieweurs faire la livraison des questionnaires. Cependant, cela n'était pas toujours le cas et les responsables du bureau régional nous ont dit qu'ils travaillaient actuellement à mettre à jour une liste des immeubles d'appartements des principales villes de la région des Prairies avec le nom et coordonnées des propriétaires et d'autres informations pertinentes à la collecte afin de faciliter le traitement de ces cas pour les futures enquêtes. Aucun commentaire sur le matériel de livraison.

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**Contrôle**

Pas de problème avec la section sur les contrôles dans le manuel. À propos de la «règle des 6», plusieurs intervieweurs ont indiqué être incertains de l'application de la règle. La procédure à suivre concernant les questions encadrées était pour quelques intervieweurs une source de confusion. La principale difficulté vient de la décision de procéder à un suivi ou non, alors qu'il y a un certain nombre de questions pour laquelle la bonne réponse est évidente (par exemple, non-réponse à la question sur l'état civil pour des enfants).

**Suivi téléphonique**

Peu de problèmes pour cette opération sinon la difficulté d'obtenir le numéro de téléphone des ménages dans les régions rurales. Dans ce cas, les intervieweurs tentaient de l'obtenir lors de la livraison.

**Suivi personnel**

Les intervieweurs d'Edmonton ont rapporté le danger de faire des interviews dans certaines régions de la ville particulièrement le soir. Le cas échéant, ils devaient se faire accompagner. À cause de la médiocrité des cartes géographiques et de l'absence de formation sur la façon de chercher un logement, les intervieweurs ont aussi rapporté des difficultés pour l'organisation des visites et la minimisation des coûts.



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Vancouver, December 13, 1993**

**Special Population Sample**



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There were two interviewers and one senior interviewer present at the debriefing. The senior interviewer acted as an observer.

One interviewer was from Hong Kong and the other from Vietnam. Neither had previous experience as an interviewer on a survey. The respondents they dealt with were mainly first or second generation Chinese, Japanese, Vietnamese and Filipino populations.

The largest barrier to collection was language. If the questionnaire was translated into the respondent's language it would be easier, less frustrating. This was more true for the first generation respondents; second generation respondents had no difficulty.

Certain cultural characteristics made follow-up difficult in some cases. The interviewers explained that among the Chinese, it is important to show respect for elders. If an elder told the interviewer that he had filled out the questionnaire and sent it back, then it would be rude and disrespectful for the interviewer to pursue the matter any further. When they were able to interview the respondent, the interviewers had to be careful as the Chinese do not like direct questioning; again it is considered rude. Interviewers were hard-pressed to not only gain the cooperation of the respondent, but to overcome their own cultural upbringing. (In fact, two interviewers had to be let go because they were not able to complete their assignments for this reason.)

There was a tendency among the respondents in this sample to leave questions blank if they thought the answers were obvious, or that the questions did not apply to them. For example, they know they are not Aboriginal persons, so they left the questions on Indian Band status blank. Likewise, they would answer questions such as those on language for themselves, but not for their children. Again, they assume that we should know that the answers are the same without them having to fill them out. These situations led to a lot of follow-up for the interviewers.

It was hard to make contact with respondents. First contacts were most often with elderly parents at home who could not speak English. They had to wait until their children (who could speak English) came home to help them with the questionnaire. Most follow-up was conducted in the respondent's language.

#### **Questionnaire Content**

Front page: Interviewers thought respondents did not read the message from the Chief Statistician because they are uncertain about what they had received and what to do with it.

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Roster and Steps 1 to 8: Many respondents did not fill in the roster or steps but went immediately to Q. 1 and filled in the names across the top. Interviewers felt respondents think the steps are not related to them, so they leave them blank.

Step 3: Either "No" was checked or the question was left blank.

Step 4 and Step 6: The format for these steps is confusing for the interviewer. When the circle is blank, you can not be sure if the respondent has read and answered the question. A format with Yes and No boxes would be better.

Step 7: No problem.

Q. 1: Family order was a problem in a small number of extended family cases. The respondent began with the elderly parents and then children; the spouse was listed further on in the list, so they had to write-in spouse of Person 1. Another respondent forgot to include himself.

Q. 2: Most left the circle for Person 1 blank.

Q. 3: Date of birth is a problem for elderly Chinese; they use the lunar calendar, so they do not know their birth date according to our calendar. These respondents gave only the year.

Q. 6: This question was very sensitive for this population - it is embarrassing for the Chinese. They will not answer or they will report "single." The interviewer explained that common-law relationships are "illegal" for the Chinese population. Many did not answer the question for children.

Q. 7: Many partial answers for this question; i.e. only part (a) is answered, parts (b) and (c) are left blank.

Q. 9 to 11: Respondents found these questions repetitive. They thought Questions 9 and 10 were the same question. They reacted negatively - "I already told you." Some answered a specific dialect, while others answered "Chinese." Interviewers wondered if "Chinese" was discriminating enough. If a more specific response is needed, then it should be indicated on the questionnaire (examples might be helpful).

Q. 12 to 15: Up to 80% of families had at least one member born outside Canada. The question of citizenship is difficult for some immigrants who come from countries where, once they leave the country, they are no longer citizens of that country and at the same time they are not yet citizens of Canada. Some respondents checked "Canada, by naturalization" for Q. 13 and then answered "No"

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in Q. 14 - because they are Canadian citizens - and, therefore, they skip Q. 15. Some were confused as to whether they are landed immigrants. There were some recall problems for Q. 15.

Q. 16 to 20: There were some problems at follow-up: parents would answer the questions for themselves, but not for their children. They thought the answers were obvious, so they did not need to fill them out. In Question 16, a few respondents answered "Chinese" for themselves and for their spouses, but "Canadian" for their children born in Canada. Most could answer Q. 17 with no problem, but would skip Q. 19 and Q. 20 - they know they are not Aboriginal; the questions do not apply to them. Q. 18 was also obvious to them; again they did not answer for all family members.

Step 9: This step was missed. Many answered Q. 21 to 46 for children under 15. The interviewers suggested that a check box or a graphic indicating that children under 15 should stop here, might help.

Q. 21 and 22: No problem. The interviewer mentioned that the Chinese are a very stable population; they do not like to move very much.

Q. 23 to 25: Missed skip in Q. 23. Difficult for some to categorize their education in Q. 25, especially between items 03 and 04. Most first generation respondents answered "None".

Q. 26 and 27: Respondent reaction was that Q. 26 "asked too much" - it was time-consuming and difficult for respondents to figure out. The hours are a rough estimate - interviewers had to probe and assist the respondents to arrive at an answer. Usually the interviewers estimated the hours for one day and multiplied by 7. There was also confusion among categories as respondents could not separate their activities. Few of these respondents did volunteer work, they are already "too busy."

Q. 28 to 33: Respondents did not follow skips, even the well-educated ones. Some wrote-in "0" instead of marking "None" box in Q. 28. This lead them to follow the wrong skip pattern and answer the wrong questions.

Q. 34 to 38: Less educated respondents had trouble with these questions; they did not understand the difference between industry and occupation. Many do not know their industry and wrote the same answer for all questions. Once explained during follow-up, however, respondents could understand the difference.

In Q. 36 most respondents marked "Other," although, they had trouble with this question. Most worked in restaurants and the examples in the "Other" category do not help the respondents to know where to code themselves.



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Some occupations were hard to describe in English. The interviewers explained that many of jobs have no formal set of duties. Persons in these communities are assigned a job, i.e. "cook" and that is all they know. The interviewers suggested some sort of guide in the regional office which could help the interviewer categorize kinds of work.

Q. 39 to 41: No problems.

Q. 42: Problematic. Many of these respondents do not know where they work, they do not even know the street name - they only know how to get to their place of work. Respondents gave building names, names of shopping malls or street intersections (again they did not know which street their building was on). They did not know their postal codes.

Q. 43: OK

Q. 44: Most respondents were confused about whether to include weeks on vacation. Difficult to figure out for multiple job holders.

In general, all the employment questions were difficult for persons who held several jobs or who had irregular employment since January 1992.

Q. 46: Received the most objections. The common reaction was that it was an invasion of privacy, we could get the information from Revenue Canada. About 50% of questionnaires had this section filled in before follow-up. It was the largest cause of follow-up because of incomplete answers and refusals. Older respondents were more likely to refuse, younger respondents were more likely to answer. Many did not understand the different types of income. Some had problems of recall in calculating their income. Respondents probably did not refer to 1992 tax forms. One interviewer explained that in their culture they do not keep old documents, the past is done. It was suggested that ranges be used instead of exact amounts.

Families with no visible means of support: The interviewers did not specifically comment on this during the debriefing, however, the Senior Interviewer mentioned that there were obvious cases where respondents must have had some sort of income, but either refused to report the source or answered that they received no income.

Q. 47 and 48: Some were hesitant to answer - usually they were the same persons who would not answer Q. 46.

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**Guide**

Most respondents did not use the Guide, language being one of the main barriers to them using it. The interviewers did use the Guide for training; they found it to be helpful.

**Respondent Reaction**

Respondents were suspicious, it took some time for interviewers to make them feel comfortable. Interviewers were not generally successful in converting outright refusals. Other comments made by respondents were: "Too long"; "Why me"; "They already answered the 1991 Census"; "Invasion of privacy." Generally, it was a very tough job for these respondents to fill out this questionnaire - and previous ones - they remember because it was so hard.

**Field Operations**

**Training:** The content of the training was adequate and the material was clearly written, however, there was not enough time to prepare. Two and half hours for home study was not enough time. There were two reasons for this: first, English is not the first language of the interviewers, therefore, they require more time to go through and understand all the material; second, both were inexperienced interviewers, so again more time was needed to feel comfortable with the material. A suggestion was made to have a video showing how to do interviews - this might cut down on the amount of time needed for home study. They also suggested that there was a need for indexing or colour coding of the manuals. Finally, a glossary for abbreviations and terms is required.

**Collection:** It took interviewers a bit of time to learn the "fast way to do things." There was some suspiciousness/hostility from respondents during drop-off. The STC identification was not that helpful as respondents' reactions were to resist strangers. Interviewers felt they had to react quickly to avoid outright refusal. Again, some training would help them to prepare for this.

The maps were poor, there was not enough detail. Both interviewers did their own maps.

Interviewers thought some sort of card similar to the reminder card should go with the questionnaire - respondents are familiar with the characters. However, the Chinese follow-up card was sometimes offensive to non-Chinese.

Follow-up should be done soon after drop-off, especially if no contact is made with the household at the time of drop-off. They could ask these households if they received the questionnaire. If you wait

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too long, people forget or throw the questionnaire away, especially if it is after November 8. It would also leave more time for follow-up. A second drop-off costs a lot of time and money.

Most follow-up was done in respondent's own language; it was easier to convince people to answer this way.

Rule of 6: The interviewers did not have trouble applying the edit rules. Questionnaires failed edit because of the tendency of respondents to answer for themselves and then assume answers are obvious for their children. Interviewers questioned the practicality of having to follow up questions with obvious answers, i.e. common-law status for children.

Telephone follow-up: Interviewers commented that some training in telephone interviewing techniques would be helpful. They thought it was not worthwhile to leave messages on an answering machine because it gave respondents time to think up excuses not to answer the questionnaire or to avoid the interviewer. Finally, interviewers thought it was better to get the telephone numbers from the criss-cross base rather than from the respondent.

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**Labour Force Survey Sample**



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There were five interviewers participating in the debriefing session. The Senior Interviewer was present as an observer. All of the interviewers were experienced STC survey interviewers, and most of them had worked for the census before.

Questionnaire

Front cover - A few respondents thought that "test" meant "exam", and that they were being tested for the NCT. Some respondents commented that they had just completed their census form. There were some "Why me?" complaints as well. Some respondents were more eager to participate when they found out that they could evaluate the form and state what they did not like about it in Step 10.

Interviewers felt that most of the respondents did not read the message from the Chief Statistician. This was thought to be because the message was too long. Some respondents asked questions about confidentiality and whether the test was compulsory. Interviewers encountered some respondents who said "Why should I?" when asked to complete the questionnaire, and interviewers thought that the benefits obtained through census information should be listed prominently.

Some respondents did not bother to enter their address in Step 1 because it was already printed on the label, although most still entered their telephone number. The interviewers felt that filling in the TD box at the doorstep was difficult, and was sometimes not done until afterwards.

There were respondents who felt that because NCT day was November 8, that if they had not completed the form and mailed it by then, then they might as well forget about it. The interviewers thought that it should be made clear that "better late than never" applies to completing the questionnaire. An interviewer also mentioned that there should be something on the cover that says "Aussi disponible en français".

Steps 2 to 8: The interviewers thought that the roster had been done well by the respondents. There were some comments about the instruction in Step 2 to include unmarried sons/daughters who are students. Some respondents had university student children that no longer lived with them, and they thought that to include the students in the household with the parents was odd. The interviewers did not mention any foreign resident or temporary resident households. There were few "Yes" answers to Step 3. Some of the reasons given in Step 3 involved students and globe-trotting seniors. The interviewers felt that there was some unnecessary follow-up done because of coverage steps that were circled at edit. One interviewer suggested that a more detailed definition be given in Step 7, because she encountered a respondent who owned a horse and had checked "Yes" to Step 7.

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Q. 1 - Some respondents chose to complete the questionnaire using made-up names.

Q. 2 - The circle for person one was rarely checked. The interviewers thought that it should be pre-printed as checked in the future. The interviewers said that they encountered no problems with the new response categories, and none could recall any same-sex couple respondents.

Q. 3 - There were some respondent objections to the Date of birth question.

Q. 4, Q. 5 - No problems.

Q. 6 - There were several comments and objections to this question. Some respondents thought that the question was repetitive, and others thought that it was offensive and suggestive, especially seniors. Respondents thought that this question need not be asked for children, and the interviewers thought that children should be allowed to skip Questions 5 and 6. Many respondents left Question 6 blank for their children.

Q. 7, Q. 8 - One interviewer thought that the second "or" in Question 7(c) should be emphasized more, because respondents would often answer based on the first part of the sentence only. Some seniors wondered why Q. 8 was not ahead of Q. 7. Some respondents thought that these questions were redundant, some answered only part (a) of Q. 7, and very few marked "Not applicable" in Q. 7(b). If something is not applicable, respondents tend to leave it blank.

Q. 9, Q. 10, Q. 11 - Respondents would often leave the Language questions blank for infants. Some respondents felt that Q. 9 was enough about language, and did not complete Q. 10 nor Q. 11. The interviewers thought that it was good that multiple responses were allowed for the language questions.

Q. 12 - No problems.

Q. 13, Q. 14, Q. 15 - One interviewer thought that the definition of landed immigrant should be more emphasized in training for drop-off. The interviewers felt that not all respondents know what a landed immigrant is, but that most landed immigrants do. Some respondents were unsure about their year of immigration. The interviewers, and some respondents, thought that there should be a skip so that Canadian citizens by birth should not have to answer Q. 14, Q. 15.

Q. 16 - There was considerable objection to Q. 16. Several times the interviewers reported that multi-generational Canadians were offended by this question. The interviewers were glad that the wording of the question included "ancestors," and that "Canadian" was in the list of examples. Some respondents did not understand what information was wanted for this question.

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Q. 17, Q. 19, Q. 20 - There were several respondents who answered "Yes" to Q. 17. Most correctly skipped Q. 18. There was an East Indian family that insisted that because they were Indian, and they lived in North America, that they were North American Indians. The interviewers felt that the Aboriginal questions should have been all together, that Q. 18 should have been before Q. 17, and that this would perhaps allow most respondents to skip the three Aboriginal questions.

Q. 18 - There were several comments about the term "White," and that this term did not fit well, as "Black, Red, and Yellow" were not answer categories. The interviewers thought that examples should be provided for the category White (or Caucasian), as they were for many of the other categories. The interviewers noted that this question was extremely awkward to ask in a personal interview, and that it makes the interviewer look stupid when the answer is obvious. The interviewers felt that some respondents read the note to Q. 18.

Step 9 - Many respondents missed the instruction in Step 9. Some respondents who missed Step 9 were upset over having to answer subsequent questions for children. When conducting interviews, Step 9 was occasionally missed by the interviewers as well. Some of the suggestions for improvement were: put Step 9 at the bottom of the previous page, or in a different colour, or repeat it at the bottom of every page thereafter; put a "stop here for under 15" instruction in a question, or to mention under Q. 3 that persons under 15 should only answer until Q. 20.

Q. 21, Q. 22 - Question 22 posed a problem for frequent movers, who had trouble remembering where they were 5 years ago. The interviewers thought that having the date printed in these questions helped the respondents remember where they were. The interviewers also said that respondents rarely checked circle 3 before writing in the city name.

Q. 23, Q. 24, Q. 25 - Many respondents would skip Question 25 when they did not have any such degrees, instead of entering "None". The interviewers felt that some respondents, in personal interviews, gave themselves extra qualifications to appear more intelligent to the interviewer.

Q. 26, Q. 27 - One interviewer said that she had some respondents who would put all of their hours of unpaid work in Q. 26 (a), and would not distinguish between the various unpaid work activities. Respondents that had no children would often leave Q. 26 (b) blank. The answers for Q. 26 were difficult to calculate for respondents who were "on call" during the reference week. There were also comments about the accuracy of proxy answers, as well as some comments/complaints by respondents about the answers given by/for their spouses.

The interviewers said that they encountered many volunteers, and that Q. 27 was well received by volunteers. One interviewer mentioned that helping with sports activities should be one of the examples listed for Q. 27. Some respondents reacted negatively to these questions, saying that they



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were an invasion of privacy and that Q. 26(c), Q. 26(d) were "too nosy," and were "Big Brother"-ish. The interviewers wondered why multiple responses were valid for these questions.

Q. 28, Q. 29, Q. 30, Q. 31, Q. 32, Q. 33 - Many respondents entered "0" in Q. 28, and thus did not follow the skip pattern correctly, although some of these people missed the skip anyway. There were several comments from retired respondents about why there was not a skip question so that they did not have to answer Q. 28 to 32. Retired people wondered why Q. 33 was not ahead of Q. 28, and were sometimes annoyed by this. There was confusion among the respondents and interviewers about how a person returning to a job should answer Q. 30.

Q. 34, Q. 35, Q. 36, Q. 37, Q. 38 - The interviewers felt that these questions were not well done by respondents. In several cases, only scattered responses were obtained to these questions. One interviewer said that one third of her respondents did not answer the second part of Q. 34. Others would simply write "see above." There was some reaction to the answer categories to Q. 36. Most respondents checked "Other." Some education workers thought that they should have been under "Provincial Government," but were confused by the example for other ("Education"). There were several respondents who were unsure what to enter for these questions because they had more than one job. Many respondents thought that Q. 38 was repetitive, and that few of the examples were "Business" types. One respondent (a waitress) put "keeping people happy" as her answer to Q. 38.

Q. 39, Q. 40, Q. 41 - No problems. Some respondents had a work language of "Chinese."

Q. 42 - Postal code was a big problem for this question. Few respondents knew their place of work postal code. The interviewers did not know that the edit rule for this had been relaxed. As a result, Q. 42 failed edit fairly frequently. Some respondents did not know their work address, but knew only how to get there. There was some negative reaction to this question. Interviewers and respondents wondered why this question was asked.

Q. 43 - No problems.

Q. 44 - There were problems with Q. 44 for seasonal workers. There were a few respondents who excluded vacation etc., but not many. This question required some calculation for people with multiple jobs.

Q. 45 - No problems.

Q. 46 - This question received more complaints than any other question. Respondents doubted the confidentiality of this information and thought that we could just as easily obtain the information from RCT. One interviewer had no refusals for this question, but all of the others did. Some respondents

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were unsure where to report rental income. Respondents rarely checked the "No" circles. People would leave parts blank if they did not have any of that type of income. Some interviewers thought that it would be beneficial for us to ask for total income first, and then backtrack (at least for interview situations). Using income ranges was suggested by the interviewers.

The interviewers felt that some of the data given for the Income question was quite inaccurate. Some seniors experienced a lot of stress completing this question, and other respondents too found their income difficult to calculate. Business owners asked the interviewers to call their accountants if income information was wanted. One senior wrote a letter saying that she did not know what her income was, because her son did all of her finances, and that we could call him to find out her income. One interviewer mentioned that for interviewing, another interviewer would get a "Yes/No" answer for each income section, and then go back and get the amount for the sections answered "Yes."

Q. 47, Q. 48, Q. 49 - No problems.

Step 10 - Two interviewers commented that very few of their respondents completed Step 10. All interviewers said that Step 10 was not done very often during follow-up interviews.

**Guide**

The interviewers thought that the Guide was very well done. They felt that it was not used by very many of the respondents, but that those who used it found it quite helpful. One interviewer mentioned that she did not think that the information on how a respondent can obtain his/her questionnaire should be listed so prominently in the Guide. When the interviewers were asked about what they thought of not having a guide for the next Census, they said that they found it useful, and that it was too valuable as an information tool. One interviewer thought that eventually, the Guide could be replaced by a larger CHL type operation.

When asked about how we could encourage respondents to make better use of the Guide, the interviewers said that the Guide should be packaged in the centre fold of the questionnaire, and that something flashier, like "If you need help, READ THIS!" should be on the cover of the Guide.

**Public Reaction**

One interviewer said that her respondents were getting more and more used to answering questionnaires like the NCT, and that she had very few refusals. Respondents that were self-

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employed, or worked at a business, were less likely to complete a STC survey. Because they received so many surveys at work, they were used to immediately throwing out anything from STC! One interviewer said that all four of her refusals were due to privacy considerations. Some respondents thought that the census was supposed to be a head count, and that "all this was too much." Sometimes the interviewers would try to put the NCT in context as a content test, and this helped to get more cooperation from respondents.

**Field Operations**

**Training** - The two classroom training sessions were combined for some of the interviewers, which did not cause a problem. The interviewers thought that most of their duties were learned by practising them. They thought that there should have been more examples of control lists in the training. The interviewers would have preferred to have horizontal lines on the control lists (some drew in their own).

**Drop-off** - Some felt that entering the TD box on the questionnaire was too much to do at the door, especially at night. Drop-off was said to be like a juggling act with all of the materials that were to be at hand for the interviewers. Some of the interviewers attached the label and entered the TD before going to the door. There were complaints about dropping off French questionnaires. The interviewers thought that it would be sufficient to leave English questionnaires, along with a card (or an instruction on the drop-off envelope) stating that French questionnaires were available. It is not obvious which drop-off envelope contains which language.

Many respondents were "offended" by receiving a French questionnaire, and felt that it was a waste of time and money. Some French questionnaires were returned uncompleted by angry respondents with nasty comments on them. (A memo has been sent to Rick Baxter concerning this matter.) The double drop-off package was too thick to fit under doors, and was thought to be to elaborate and somewhat irresponsible "in this time of fiscal restraint." There was some mention of the difficulty in accessing apartment and condominium buildings. The interviewers commented that this would be a major problem for the census. Most of the interviewers felt that getting a phone number for their respondents was so important that they did their own research on a "criss-cross" database to get telephone numbers. The interviewers appreciated having the plastic bags to put on door handles. The interviewers said that their cluster maps were not adequate, and that most of them used street maps to find the dwellings in their assignment.

**Edit** - The interviewers liked the idea of colour coding sections of the manual. The interviewers thought that the rule of 6 was simple to apply, and was preferred to the edit rules of the census by those who edited questionnaires in 1991. The interviewers did point out that they thought that some

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data would be less accurate because of the new "Rule of 6." The interviewers wondered why there were questions and steps on the questionnaire, as opposed to just questions.

**Telephone follow-up** - The interviewers said that obtaining a telephone number was not a problem for respondents with whom contact was made, or for respondents who returned their questionnaire. All of the interviewers encountered answering machines. Some left a message, and some just called back later. Few messages were returned. One of the interviewers suggested a standard message should be used by interviewers for answering machines. Some of the interviewers did not wish to divulge their home telephone numbers.

**Personal follow-up** - Some respondents would not give information over the phone, but insisted on a personal interview, and some the opposite. The interviewers pointed out the problem that they cannot prove who they are over the phone. They suggested that some sort of verification telephone number be supplied, so that respondents can verify the identity of an interviewer. The interviewers thought that the CHL ended too early, and could have started later. One interviewer mentioned that follow-up should have started sooner, while drop-off contact and the questionnaire are still fresh in the mind of the respondent. This interviewer felt that the long delay between drop-off and field follow-up caused her to "lose her edge," and made follow-up less successful. The interviewer card with the dwelling type on it was very helpful to the interviewers. The interviewers liked the reminder card that was supplied to them by the regional office.

**Other**

There were several complaints from one interviewer about the fact that for the NCT, the interviewers had to work much more than the hours that they were paid for, and that this was even worse for the census itself, and that the CRs are underpaid. The home study program took all of the interviewers longer than the prescribed time. Assignment preparation took longer than the prescribed time. And overall, each interviewer's F-85 form does not reflect the actual amount of time and effort put into the test by the Interviewer. The senior for this group had 16 interviewers working for him. One interviewer pointed out that we were getting "experienced" respondents in this sample (former LFS respondents) and that these respondents would possibly not reflect the amount of difficulty experienced by the general public.

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